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ABSTRACT

This guide, which is designed for educators who are developing, implementing, or seeking background information about school-to-work transition programs, contains descriptions of 222 of the most current (1990-present) resources for/about the school-to-work transition. The entries describing each resource are organized into four sections: publications, newsletters/journals, educational information centers/agencies/organizations, and National Network for Curriculum Coordination in Vocational and Technical Education curriculum coordination centers. Within the section devoted to publications, entries are organized according to the following topics: general information about school-to-work; school-based learning component (career preparation, integration of academic and vocational education, performance standards, tech prep, student assessment); work-based learning component (apprenticeship, job training); connecting activities component (school-business collaboration, mentoring); transition issues for special populations; and gender equity issues. Each entry describing a publication contains some or all of the following: title, author, publisher, publisher address, and ordering information/price and abstract summarizing the publications intended audience and content. Entries describing organizations contain an abstract outlining the organizations mission, major activities, size, and/or services/products and a contact person. Title and agency/organization indexes are included. (MN)

ED 389 901

NCRVE

National Center for Research in
Vocational Education

University of California, Berkeley

A SCHOOL-TO-WORK RESOURCE GUIDE: FOCUSING ON DIVERSITY

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A SCHOOL-TO-WORK RESOURCE GUIDE: FOCUSING ON DIVERSITY

Compiled by

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EXECUTIVE SUMMARY

This guide is designed for those educators who are developing or implementing a school-to-work program, as well as those educators who are interested in background information about school-to-work. The resources, which contain the most current information consist of publications; newsletters and journals; educational information centers, agencies, and organizations. Sections relating to the requirements of the School-to-Work Opportunities Act of 1994 include School-Based Learning Component, Work-Based Learning Component, and Connecting Activities Component. The General Information on School-to-Work section includes reports, papers, and other publications that describe the status of school-to-work programs in the United States, the nature of workforce and job training programs, and the analyses and explanations of the School-to-Work legislation and its impact on current educational reform. Additional sections on Transition Issues for Special Populations and Gender Equity Issues are included.

PREFACE

On May 4, 1994, President Bill Clinton signed the School-to-Work Opportunities Act of 1994 (PL 103-239). The School-to-Work Opportunities (STWO) Act is designed to help states develop and implement a system that integrates school-based and work-based learning and provides high school students with a chance to complete a career major. Programs developed under the STWO Act must provide *all students* with equal access to the full range of program components and related activities such as recruitment, enrollment, and placement activities. *All students* is defined as "both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students" (Section 4).

The STWO Act has three major components: (1) school-based learning, (2) work-based learning, and (3) connecting activities. The school-based learning component requires career awareness, exploration, and counseling beginning no later than 7th grade, including options that may not be traditional for their gender, race, or ethnicity. It requires a program of instruction and curriculum that integrates academic and vocational learning, and incorporates instruction, to the extent practicable, in all aspects of an industry. Another requirement is regularly scheduled evaluations which must identify academic strengths and weaknesses, academic progress, workplace knowledge, goals, and the need for additional learning opportunities to master core academic and vocational skills.

The work-based learning component requires work experience (paid or unpaid), including such activities as job shadowing, school-sponsored enterprises, or on-the-job training. It also includes a planned program of job training and work experiences that are coordinated with learning in the school-based learning component. Other requirements include workplace mentoring; instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes; and instruction in all aspects of the industry.

The connecting activities component includes (1) matching students with the work-based learning opportunities of employers, providing a school site mentor, and supplying technical assistance and services to employers in designing each of the three components, as well as the training of teachers and mentors; and (2) providing assistance in integrating school-based and work-based learning components, as well as academic and occupational learning, and encouraging participation of employers in local activities. Local partnerships are required to link participants with community services that may be necessary to assure a

successful transition from school to work and to assist completers with job or education placement. Programs are also directed to collect and analyze information regarding post-program outcomes of participants. In order to determine how well different populations are faring, the STWO Act requires that this collection and analysis be on the basis of socioeconomic status, race, gender, ethnicity, culture, and disability. Data collection and analysis should also consider whether the participants are students with limited English proficiency, students at risk of dropping out, students who are disadvantaged, or students who are academically talented. Other local and state mandates address the need to give students flexibility to develop new career goals, to change career majors, and to transfer between education and training programs.

Measurable outcomes in both academic and vocational learning are emphasized at every level of planning. The school-based learning component must be designed to meet the same academic standards set by the state for all students, to prepare students for postsecondary education, and to award skills certificates. The vocational content of programs must be broad, providing students with strong experience in and understanding of all aspects of the industry students are preparing to enter (including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues).

This guide contains the most current resources (1990-present) for those who are developing or implementing a school-to-work program. The resources consist of publications; newsletters and journals; and educational information centers, agencies, and organizations. Sections *relating* to the requirements of the STWO Act include School-Based Learning Component, Work-Based Learning Component, and Connecting Activities Component. The General Information on School-to-Work section includes reports, papers, and other publications that describe the status of school-to-work programs in the United States, the nature of workforce and job training programs, and analyses and explanations of the School-to-Work legislation and its impact on current educational reform. Because transition requirements for most students with disabilities are somewhat different, we included an additional section on Transition Issues for Special Populations. Likewise, we included a separate section on resources dealing with gender equity issues. The final section includes a list of the curriculum coordination centers funded by the U.S. Department of Education.

This guide is not intended to be a comprehensive listing of all available resources. The resources included are the most current and are representative of the field. Whenever possible, an annotation, the price, ordering information, and address are provided for each entry. Resources should be ordered directly from the publisher listed in each annotation. For further information about any of the centers and organizations, contact the person or office listed opposite each entry.

THE OFFICE OF SPECIAL POPULATIONS

Mission

The Office of Special Populations works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations. It is one of the five Dissemination and Training Programs in the National Center for Research in Vocational Education at the University of California at Berkeley.

Objectives

To increase awareness and understanding of critical issues in vocational special needs education:

- To increase awareness and appreciation of the School-to-Work Opportunities Act's emphasis on ensuring the full participation of a diverse population of students in the full range of available school-to-work activities and opportunities.
- To increase the use of available resources.
- To initiate and support networks of professionals.
- To promote exemplary program activity and the adoption of model practices.
- To maximize the impact of the Office of Special Populations' resources and activities through collaborative activities with state and national organizations.

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PUBLICATIONS

General Information on School-to-Work

AMERICA AND THE NEW ECONOMY
Carnevale, A. P. (1991, May).
Alexandria, VA: American Society for Training and Development.

Produced by the American Society for Training and Development (ASTD) and the U.S. Department of Labor, this monograph presents a new concept of economy, one which is based on organizations, people, and technology. The author distinguishes the new economy from the old through the former's use of competitive standards—the ability to deliver quality, variety, customization, convenience, and timeliness. The monograph provides an overview of the new economy; a discussion of the competitive standards; an explanation of the role of technology; and a discussion of the impact of new competitive standards, technologies, and the radical alteration in process of economic change on organizations, jobs, and skills, respectively.

Directed towards businesses and workers, the author suggests a list of basic skills required of workers in the new economy. These skills include (1) academic skills: reading, writing at work, and computation; (2) communication skills: speaking and listening; (3) adaptability skills: problem solving and creativity; (4) developmental skills: self-esteem, motivation and goal-setting, and personal and career development; (5) group effectiveness skills: interpersonal, negotiation, and teamwork; and (6) influencing skills: organizational effectiveness and leadership. The author also discusses why the skills are important in the new economy, and suggests components of a curriculum, competencies, and how they will be measured. (126 pages, no charge for single copy)

ADDRESS:
American Society for Training and Development
Customer Service
1640 King Street
Box 1443
Alexandria, VA 22313-2043
(703) 683-8100

AMERICA'S CHOICE: HIGH SKILLS OR LOW WAGES!
Commission on the Skills of the American Workforce. (1990, June). Rochester, NY: National Center on Education and the Economy.

This report documents some disturbing discoveries about the low skills that many of our workers possess, that our employers seek, and that our schools teach. The authors argue that the United States is at a crossroads. We can choose either to maintain an economy that relies upon low wages rather than high skills, or we can create high performance work organizations and the high skill levels needed to sustain them. With 70% of American jobs expected to require less than a college education by the year 2000, the authors call the development of a high quality American education and training system, closely linked to skilled, productive work, an economic necessity.

Five broad problems and corresponding recommendations are forwarded to achieve this goal. The problems include (1) the lack of clear standards of achievement and motivation to work hard in school, (2) the high percentage of dropouts, (3) a very small segment of noncollege-bound students who are prepared for work, (4) the lack of employer investment into high performance work organizations, and (5) a passive public policy on worker training and an inefficient training system. Based on intensive research, the report presents five corresponding recommendations to the problems. (147 pages, $18.00)

ADDRESS:
National Center on Education and the Economy
39 State Street, Suite 500
Rochester, NY 14614
(716) 546-7620

BEYOND THE SCHOOL DOORS: THE LITERACY NEEDS OF JOB SEEKERS SERVED BY THE U.S. DEPARTMENT OF LABOR
Kirsch, I. S., Jungeblut, A., & Campbell, A. (1992, September). Princeton, NJ: Educational Testing Service.

The Educational Testing Service administered a literacy assessment to nearly 6,000 adults representing some 20 million persons participating in the Job Training and Partnership Act and Employment Service/Unemployment Insurance programs. This report includes a summary of the results from that assessment. Some of the major findings reported include (1) individuals with high literacy skill levels have shorter unemployment period, earn higher wages, and work in higher level occupations; (2) 60 to 65% of client groups believe they could get a job or better job if their reading or writing skills were improved through additional education; (3) 70 to 80% believed their job opportunities would improve with increased mathematical skills; and (4) minority clients are disproportionately represented at both low and high literacy scale levels with African American and Hispanic groups generally scoring at lower literacy levels than whites. Conclusions and implications drawn from the data are discussed throughout the report. (120 pages, no charge for single copy)

ADDRESS:
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
(609) 921-9000
Fax: (609) 734-1090

BUILDING A QUALITY WORKFORCE: AN AGENDA FOR POSTSECONDARY EDUCATION

Gilleland, D. S., Rodriguez, E. M., & Mingle, J. R. (1992, September). Denver, CO: State Higher Education Executive Officers, Committee on Workforce Preparation.

The central problems facing the development of a high-quality system of postsecondary vocational education and training fall under the following five themes: (1) program quality, (2) school-college-work connections, (3) skills assessment, (4) state planning and coordination, and (5) incentives and accountability. In this report, the authors show how higher education is collaborating with other sectors to create new systems of education and training services. They further challenge higher education, through a series of suggested changes, to strengthen its role in ensuring a state's healthy economy by participating in joint partnerships to prepare and retrain a state's workforce, and by helping to develop vocational/occupational programs that link schools, colleges, and industry.

Among the pressing needs identified in the report are (1) strengthening the basic skills achievement of all students, especially those from disadvantaged education and economic environments; (2) linking schools, colleges, communities, and work; (3) assessing skills and other outcomes that show what students know and can do; (4) conducting comprehensive planning and coordination among state and federal programs; and (5) developing incentives and accountability mechanisms that promote and ensure successful efforts. Descriptions of model programs are included. (49 pages, $10.00)

ADDRESS:
State Higher Education Executive Officers
707 Seventeenth Street, Suite 2700
Denver, CO 80202-3427
(303) 299-3685

COMBINING SCHOOL AND WORK: OPTIONS IN HIGH SCHOOLS AND TWO-YEAR COLLEGES

Stern, D. (1991, March).
Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.

The role of vocational-technical education in the transition from school to work and how it can contribute to a competent, highly skilled workforce is the focus of this report. The author discusses ways in which quality vocational-technical programs can make transition experiences efficient, effective, and meaningful. The author also discusses traditional approaches and the latest innovations that respond to the challenge of preparing young people for a more learning intensive workplace.

The traditional approaches, including apprenticeship, cooperative education, and school-based enterprise, make deliberate use of work as part of the learning experience. The latest innovations, including vocational academies and Tech Prep programs, are reconstructing the high school curriculum to unite the vocational with the academic disciplines. The author concludes with a discussion of the importance that employers play in all of the programs through business-school partnerships. (45 pages, no charge)

ADDRESS:
Clearinghouse of Adult Education and Literacy
U.S. Department of Education
Division of Adult Education and Literacy
Office of Vocational and Adult Education
600 Independence Avenue, SW
Washington, DC 20202-7240
(202) 205-9873

COOPERATIVE EDUCATION AS A STRATEGY FOR SCHOOL TO WORK TRANSITION (CENTERFOCUS NO. 3)
Stasz, C., Ramsey, K., Eden, R., DaVanzo, J., Faris, H., & Lewis, M. (1994, January).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

The authors of this paper discuss several critical policy issues in cooperative education as it is practiced at the high school level. These issues include program costs; the preparation of teachers and the training of employers to participate in the program; and the effect of the program on students' employment, school persistence, and social development. (4 pages, no charge)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

FROM SCHOOL TO WORK (POLICY INFORMATION REPORTS)
Barton, P. E. (1990).
Princeton, NJ: Educational Testing Service.

Focused on noncollege-bound youth, this report deals with several important and current aspects of the school-to-work transition. These include the work that students do before they leave school, differences between skills acquired in the classroom and those needed at the workplace, the information processing skills of high school graduates, new efforts to integrate academic and vocational education, and the weakness of linkages between the school and the workplace.

The author highlights innovative programs currently underway in the United States, while noting that transition services are inadequate. In addition, he argues that high school graduates need to be better prepared in those academic and interpersonal skills which employers consider most important. (31 pages, $3.50)

ADDRESS:
Educational Testing Service
ETS Policy Information Center
Room R120
Rosedale Road
Princeton, NJ 08541-0001
(609) 734-5694

HANDS AND MINDS: REDEFINING SUCCESS IN VOCATIONAL TECHNICAL EDUCATION
Education Writers Association, & The William T. Grant Foundation Commission on Youth and America's Future (Eds.). (1992).
Washington, DC: Education Writers Association.

Nine innovative vocational education programs identified by the Education Writers Association (EWA) are highlighted in this publication. It is based on interviews with educators, researchers, policymakers, and business and association representatives. The EWA says that the best vocational education programs feature educators who view vocational education as an integrated "learning system" and make use of techniques on the cutting edge of school reform: team teaching, cooperative learning, alternative types of assessments, applied learning, and experiential learning. (39 pages, $10.00)

ADDRESS:
Education Writers Association
1331 H Street, NW, Suite 307
Washington, DC 20005
(202) 673-9700

HERE IS WHAT WE MUST DO AT SCHOOL TO GET OUR STUDENTS READY FOR WORK: BLUEPRINT FOR A SCHOOL-TO-WORK SYSTEM

U.S. Department of Education. (1992).
Washington, DC: Author.

This eight-page brochure explains what schools can do to get young people ready for work. Issued by the Office of Vocational and Adult Education, the brochure outlines four steps schools can take to prepare students for work: (1) insist on the essentials (principles of effective schools), (2) provide career information, (3) offer a variety of learning options, and (4) follow up with certification and support. A checklist of the components of an effective school-to-work system is included. (8 pages, no charge)

ADDRESS:
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7100
(202) 205-5451

IMPROVING THE TRANSITION FROM SCHOOL TO WORK IN THE UNITED STATES

Kazis, R. (1993).
Washington, DC: American Youth Policy Forum, Competitiveness Policy Council, and Jobs for the Future.

In this paper, the author clarifies and describes aspects of the school-to-work transition problem he feels need "fixing." The author discusses trends in program and policy intervention at the local, state, and national levels that might respond to the challenges identified. These trends may be grouped into two areas: (1) strategies for improving career pathways and (2) components of an effective career preparation system. The recommendations address each of these components. They include universal access, high academic standards, increased career exposure and counseling, integration of academic and vocational education, integration of school and work experiences, the award of a widely recognized credential based on industry-approved standards benchmarked to international best practice, and clear routes to postsecondary academic advancement. The paper closes with Paul Barton's memorandum on the youth transition. (33 pages, $5.00 postpaid)

ADDRESS:
American Youth Policy Forum
1001 Connecticut Avenue, NW, Suite 301
Washington, DC 20036-5541
or
Jobs for the Future
1815 Massachusetts Avenue
Cambridge, MA 02140
(617) 661-3411

LEARNING A LIVING: A BLUEPRINT FOR HIGH PERFORMANCE, A SCANS REPORT FOR AMERICA 2000

Secretary's Commission on Achieving Necessary Skills. (1992, April).
Washington, DC: U.S. Department of Labor.

This final report of the Secretary's Commission on Achieving Necessary Skills (SCANS) discusses how young people and workers already on the job can be prepared for productive work in the 21st century. Part I outlines the SCANS vision, describes how schools and the private sector can cooperate to create a high-performance economy capable of maintaining the nation's standard of living, and offers suggestions on how to proceed. Part II provides a more detailed roadmap for those charged with the responsibility for SCANS' concerns, including educators, employers, and the designers of our certification and assessment systems. (88 pages, $6.50)

ADDRESS:
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
(202) 512-1800
Fax: (202) 512-2250

MANAGING WORKFORCE 2000: GAINING THE DIVERSITY ADVANTAGE
Jamieson, D., & O'Mara, J. (1991, April).
San Francisco: Jossey-Bass.

Diversity in the workforce is creating challenges never seen before in American business. Ethnic and gender differences aside, workers have vastly different skill and educational levels, physical abilities, ages, cultural backgrounds, lifestyles, values, and needs. How can organizations make themselves flexible enough to not just accommodate these differences, but to capitalize on them? The authors demonstrate how diversity, far from being a stumbling block, can be a springboard to excellence and high achievement.

In this book, the authors detail how managers in more than eighty organizations are making diversity an asset by adopting innovative policies and practices that bring out the best in individual employees, thereby, increasing employee responsibility, loyalty, and creativity, and enabling employees to learn and grow into tomorrow's jobs. They present a six-step procedure for creating a more flexible workplace, with practical advice on how to set goals, pinpoint where changes are needed, and make the transition from "one size fits all" to responsive management. The authors also provide tips and insights for building cohesion and synergy among diverse employees. (295 pages, $27.95)

ADDRESS:
Jossey-Bass, Inc., Publishers
350 Sansome Street
San Francisco, CA 94104
(415) 433-1740

A NATIONAL POLICY FOR WORKPLACE TRAINING: LESSONS FROM STATE AND LOCAL EXPERIMENTS
Batt, R., & Osterman, P. (1993).
Washington, DC: Economic Policy Institute.

This report focuses on efforts to improve the skills of adult workers by creating workplace-centered public training policies. It draws on the experience of states to describe the opportunities and dangers which a national effort to enhance the training of adults would confront. The authors conducted intensive case studies of programs in four states. The major findings and recommendations are presented in this report. (63 pages; $12.00, plus $3.00 shipping and handling)

ADDRESS:
Public Interest Publications
3030 Claredon Boulevard, Suite 300
Arlington, VA 22201
(703) 243-2252

RESEARCH ON SCHOOL-TO-WORK TRANSITION PROGRAMS IN THE UNITED STATES

Stern, D., Finkelstein, N., Stone III, J. R., Latting, J., & Dornsife, C. (1994, March).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

NCRVE researchers conducted a study of existing school-to-work programs in the United States. Their findings are included in this report, which is designed to assist localities and states as they develop school-to-work systems. The research dealt with separate school-to-work programs and models, which are of two kinds: school-and-work arrangements which permit students to participate in both kinds of activity during the same time period and school-for-work programs which provide instruction with the express purpose of preparing students for work. Cooperative education and new youth apprenticeships are major examples of school-and-work programs. School-for-work programs include secondary and postsecondary vocational education—both traditional versions and recent models such as Tech Prep and career academies. This document also includes a summary of selected studies of programs for young people who are not attending school. A concluding section considers implications for localities and states designing new school-to-work systems. The appendix includes examples of school-to-work programs and program elements. (MDS-771@747, 189 pages, $11.50)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

SCHOOL-TO-WORK CONNECTIONS: FORMULAS FOR SUCCESS

U.S. Department of Labor, Employment and Training Administration. (1992).
Washington, DC: Employment and Training Administration's Office of Work-Based Learning.

This report is based on a study of successful programs of school-to-work partnerships. Information useful to readers include guidelines and strategies for successful programs, specific examples of effective partnerships, and a summary of high school and post-high school level programs. (29 pages, no charge)

ADDRESS:
Employment and Training Administration's Office of Work-Based Learning
Room 4700
200 Constitution Avenue, NW
Washington, DC 20210
(202) 219-6871

SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1994 (PL 103-239)

(1994, May)

Congress passed the School-to-Work Opportunities (STWO) Act to establish a framework for the development of school-to-work opportunities systems in all states. The systems called for in the legislation will integrate school-based learning with work-based learning and provide high school students a chance to complete a career major. Programs created must provide all students with equal access to the full range of program components and related activities such as recruitment, enrollment, and placement activities. A single copy of the STWO Act may be obtained free of charge by calling (202) 225-3456 or sending a request and a self-addressed gummed label to the address listed. Indicate the specific act number (PL 103-239) in the written request.

ADDRESS:
U.S. House of Representatives
Document Room B18
Ford Office Building
Washington, DC 20515-6622
(202) 225-3456
Fax: (202) 226-4362

THE SCHOOL-TO-WORK OPPORTUNITIES ACT: OVERVIEW
American Vocational Association. (1994).
Alexandria, VA: Author.

This summary provides a review of pertinent facts about the legislation. Answers to questions about the School-to-Work Opportunities Act of 1994, including who qualifies for support, what activities are supported with available funding, and accountability provisions in the law are provided. Several charts throughout the summary highlight important aspects of the legislation. (16 pages; $4.95/member, $6.95/nonmember)

ADDRESS:
American Vocational Association
1410 King Street
Alexandria, VA 22314
(703) 683-3111

SCHOOL-TO-WORK OPPORTUNITIES ACT: POLICY BRIEFS
Kochhar, C. A. (1993).
Reston, VA: Council for Exceptional Children, The Division on Career Development and Transition.

The Division on Career Development and Transition has produced this series of policy briefs on the School-to-Work Opportunities Act, Individuals with Disabilities Education Act, and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 which focus on the full participation of diverse populations in the range of activities and opportunities being developed through emerging policy initiatives and new legislation. It also focuses on research implications of these new legislative acts.

ADDRESS:
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

SCHOOL-TO-WORK OPPORTUNITIES PACKET
Center for Law and Education, Vocational Education Project. (1993).
Washington, DC: Author.

The Center for Law and Education's Vocational Opportunity for Community and Educational Development Project developed a series of papers on school-to-work opportunities. The first two papers explain what the workplace and schools can look like. The third paper examines a few opportunities for states and localities to address some of the most challenging questions facing those trying to create systems. A summary of the School-to-Work Opportunities Act is also available from the Center's DC office (see ORGANIZATIONS). (14 pages, no charge)

ADDRESS:
Center for Law and Education
Vocational Education Project
197 Friend Street, 9th Floor
Boston, MA 02114
(617) 371-1166

SCHOOL-TO-WORK TOOLKIT: BUILDING A LOCAL PROGRAM—DESIGN ELEMENTS AND BEST PRACTICES FROM PIONEERING SCHOOL-TO-WORK PROGRAMS ACROSS AMERICA
Churchill, A., Morales, D., & O'Flanagan, M. K. (1994).

Jobs for the Future designed this toolkit as an introduction and comprehensive reference for people who want to build a school-to-work program in their community. The toolkit includes the following information: (1) a how-to booklet which includes descriptions of school-to-work programs across the country, a glossary, and recommended readings; (2) an introductory essay on the general ideas behind the school-to-work model; (3) a diagnostic checklist for assessing program process; (4) flashcards, which explain and illustrate facets of a comprehensive school-to-work model, and are divided into four sections—Planning and Design Issues, Structuring the Learning Environment, Launching the Program, and Roles and Responsibilities; and (5) a notebook of tools, which are actual design and implementation examples such as contracts, learning plans, committee structures, and marketing materials developed and actually used by pioneering programs around the country. (450 pages, 60 cards; $149.00, plus $12.00 shipping and handling)

ADDRESS:
Jobs for the Future
One Bowdoin Square
Boston, MA 02114
(617) 742-5995

THE SCHOOL-TO-WORK TRANSITION AND YOUTH APPRENTICESHIP: LESSONS FROM THE U.S. EXPERIENCE
Bailey, T., & Merritt, D. (1993, March).
New York: Manpower Demonstration Research Corporation.

The Manpower Demonstration Research Corporation under its School-to-Work Transition Project conducted a study designed to assess the feasibility of the youth apprenticeship model in the United States. The researchers examined U.S. programs that include some components of the youth apprenticeship model. Their findings are reported in this monograph. The authors focus on four educational strategies that share some features with youth apprenticeship: (1) the Tech Prep model, (2) high school career academies, (3) cooperative education, and (4) agricultural education. After describing the strategies, the authors discuss the U.S. experience with each of the four components (of the model) as they relate to the strategies. The monograph ends with some suggestions for policy, research, and evaluation.

Future reports from the School-to-Work Transition Project will provide how-to-do-it advice on establishing work-based learning programs, and a detailed examination of how 15 programs are working, with an analysis of the roles of states and employers. (74 pages, no charge)

ADDRESS:
Manpower Demonstration
Research Corporation
Three Park Avenue
New York, NY 10016
(212) 532-3200

STATE INITIATIVES FOR SCHOOL AND THE WORKPLACE
Council of Chief State School Officers. (1991).
Washington, DC: Author.

The purpose of this resource compendium is to provide education policymakers with a review of current state efforts to improve school and workplace learning. The compendium identifies and categorizes state-level initiatives and is divided into ten sections. After the first two brief introductory sections, six major sections describe the responses from the states to the Council's survey regarding policies and practices to support improved employment readiness for all students. These sections include a discussion of the identification and assessment of work readiness skills, curriculum change, guidance and counseling, incentives to schools, staff development, and education and business efforts. The conclusion provides an overview of the strengths and shortcomings of the responses to the survey. Also included is a listing of state programs where at least 25% of student education occurs at the workplace. (138 pages, $12.50)

ADDRESS:
Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
(202) 336-7016

STATES AND COMMUNITIES ON THE MOVE: POLICY INITIATIVES TO CREATE A WORLD-CLASS WORKFORCE
Gold, L. N. (1991, October).
Washington, DC: William T. Grant Foundation Commission on Work, Family, and Citizenship, et al.

Over fifty examples of workforce development policy initiatives in the nation's schools are described in this publication. Included are planning structures for human investment policies, statewide school-to-work transition policies, student apprenticeships, Tech Prep and other experience-based learning initiatives, dropout recovery programs, school-business partnerships, pathways to postsecondary education, and creative financing mechanisms. These represent a sample of policies and programs nationwide. The document is intended to stimulate more informed debate in legislatures, policy councils, and among citizens. (47 pages, $5.00)

ADDRESS:
American Youth Policy Forum
or
Jobs for the Future
1815 Massachusetts Avenue
Cambridge, MA 02140
(617) 742-5995

TEACHING AND LEARNING GENERIC SKILLS FOR THE WORKPLACE

Stasz, C., McArthur, D., Lewis, M., & Ramsey, K. (1990, December). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley. (ERIC Document Reproduction Service No. ED 329 682).

NCRVE researchers conducted a study of the teaching and learning of generic employability skills in several vocational classrooms. The study sought answers to three questions: (1) What generic skills are being taught? (2) How are they taught? and (3) How does the instructional context affect instruction? The generic skills studied include the following: (1) group cooperation, communication, and problem-solving; (2) identifying and defining problems in complex environments; (3) acquiring and synthesizing information; and (4) adapting to changes and gaps in information. This report provides a conceptual framework for defining these skills and analyzing these skills from the perspectives of the framework and research on learning and teaching. Findings have implications for future research on generic skills, for educating diverse populations, and for integration of academic and vocational education. (MDS-066@747, 69 pages, $4.50)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

TRANSITION FROM SCHOOL TO WORK: LINKING EDUCATION AND WORKSITE TRAINING

Frazier, F. (1991, August).
Washington, DC: U.S. General Accounting Office.

This report examines the benefits and characteristics of high-quality cooperative education programs—those most likely to exhibit the potential for facilitating transition to work—and barriers to program expansion.

The United States provides noncollege-bound youth relatively little assistance for entry to the workforce. Apprenticeships are not widely used, nor generally a program for youth. However, apprenticeship-type programs, notably cooperative education, do provide U.S. youth a formal bridge from school to work. Offered in high schools and two- and four-year colleges, cooperative education combines classroom instruction with work experience and on-the-job training related to a student's career goals. Efforts to expand participation in cooperative education must overcome two major barriers: lack of awareness about programs and a negative perception of cooperative education at the high school level. (52 pages, no charge for single copy)

ADDRESS:
U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20884-6015
(202) 512-6000

WHAT WORK REQUIRES OF SCHOOLS: A SCANS REPORT FOR AMERICA 2000

Secretary's Commission on Achieving Necessary Skills. (1991, June). Washington, DC: U.S. Department of Labor.

The first product of the Secretary's Commission on Achieving Necessary Skills (SCANS), this report defines the skills needed for employment and contains proposals for acceptable levels of proficiency. Fundamental changes in the nature of work and the implications those changes hold for the kinds of workers and workplaces the nation must create are described. Five competencies and a three-part foundation of skills and personal qualities that define effective job performance today are identified. (31 pages, no charge)

ADDRESS:
U.S. Department of Labor
Secretary's Commission on
Achieving Necessary Skills
200 Constitution Avenue, NW
Washington, DC 20210
(800) 788-SKIL
(202) 219-7316

WORKER TRAINING: COMPETING IN THE NEW INTERNATIONAL ECONOMY

Office of Technology Assessment. (1990, September). (GPO No. 052-003-01214-6). Washington, DC: Congress of the United States.

Requested by the U.S. Senate Labor and Human Resources Committee, the House Committee on Education and Labor, and the Senate Finance Committee, this assessment examines employee training issues from the standpoint of maintaining a competitive workforce. The assessment includes an analysis of the forces that are shaping training today and describes the extent of current U.S. employer-provided training compared with that of other countries. Also examined are trends in instructional technology and their use in training programs. Finally, options Congress may wish to consider to encourage employer-provided training, improve the quality and effectiveness of training, link training and technology assistance, and provide retraining to individuals for career advancement are presented.

Findings related to vocational education and training are included. The authors maintain that vocational education can make an important contribution to workforce preparation. They also suggest that good vocational programs can help develop good work attitudes and general skills applicable in a wide variety of occupations and can familiarize students with the kinds of technology they are likely to use in the workplace (290 pages, $12.00)

ADDRESS:
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
(202) 512-1800
Fax: (202) 512-2250

PUBLICATIONS

School-Based Learning Component

Career Preparation

CAREER CHOICES: A GUIDE FOR TEENS AND YOUNG ADULTS
Bingham, M., & Stryker, S. (1990).
Santa Barbara, CA: Able Publishing.

The authors of this resource book address career planning and identifying one's own needs, talents, skills, and dreams. They include several vignettes, exercises, and writing assignments designed to help young people focus on career opportunities appropriate for their individual needs. Though not written especially for teen parents, it is highly applicable to this group. This resource is appropriate for use with individuals as well as with groups. An instructor's and counselor's manual and a workbook are also available. (288 pages, $21.95)

ADDRESS:
Academic Innovations
3463 State Street, Suite 267
Santa Barbara, CA 93105
(805) 967-8015

CAREER DEVELOPMENT AND PLANNING FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS, BASED ON THE NATIONAL CAREER DEVELOPMENT COMPETENCIES
Dougherty, B. (1993, March).
Washington, DC: National Alliance for Partnerships in Equity Professional Development Institute.

This handout presents a career planning curriculum for adults. The curriculum utilizes a set of eleven adult career development competencies created using National Career Development Guidelines. This curriculum also provides preparatory competencies enabling targeted populations such as single parents and displaced homemakers to enter vocational-technical programs leading to associate degrees or certificates. (20 pages, no charge)

ADDRESS:
Barbara Dougherty
Center on Education and Work
University of Wisconsin–Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796
(608) 263-3152

CAREER PLANNING AND EMPLOYMENT STRATEGIES FOR POSTSECONDARY STUDENTS WITH DISABILITIES (REV. ED.)
Deykes, R., & Anthony, K. (Eds.). (1991).
Washington, DC: HEATH Resource Center.

Developed for practitioners working with postsecondary students with disabilities, this publication includes a description of projects and programs in postsecondary educational settings which demonstrate the most positive and effective methods of assisting postsecondary students with disabilities to embark on successful careers. Also included are federal and national work incentive programs, contact information about selected resource persons, and an annotated listing of current publications and materials. (8 pages, no charge)

ADDRESS:
HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9320
(800) 544-3284

CAREER PORTFOLIO
Sarkees-Wircenski, M. (1990).
Austin: University of North Texas.

The objective of this portfolio is to assist vocational education and special education personnel in delivering the vocational competencies needed by students with mild disabilities to obtain and retain employment upon graduation. The competencies listed in the profile were identified through an extensive literature search and a review of materials. All vocational competencies identified through this process were organized into five skill groups: (1) job specific, (2) employability, (3) independent living/self-help, (4) generalizable (mathematics and communications), and (5) work-related social. (30 pages, $10.00 for set of 20)

ADDRESS:
Extension Instruction and
Materials Center
The University of Texas at Austin
Customer Service
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716
(800) 252-3461 in TX

COUNSELOR ROLE AND EDUCATIONAL CHANGE: PLANNING, INTEGRATION, AND BASIC SKILLS
Feller, R., & Daly, J. (1992).
Fort Collins: School of Occupational and Educational Studies, Colorado State University.

In 1990, the U.S. Department of Education funded a Colorado State University project to develop, field test, and disseminate materials designed for preservice education programs—one for vocational teacher educators and one for counselor educators—to focus on integrating basic skills into vocational education. The project produced this preservice curriculum designed to provide future counselors the expertise to assist students to plan for and acquire the needed basic skills. The design and development of the curriculum materials, which were guided by a group of national experts in the field, were thoroughly reviewed and field tested prior to publication.

The series includes a literature review in addition to the following six curriculum books: Book 1, Instructor's Manual; Book 2, Preparing Counselors To Serve Diverse Students; Book 3, Basic Skills, Integration, and the School Counselor; Book 4, Planning for Success in Tomorrow's Workplace; Book 5, Comprehensive School Counseling and Guidance Programs; and Book 6, Educational Change and Counselor Renewal. The comprehensive set of materials includes a wealth of information to assist the counselor educator to plan and teach all facets of the curriculum. Book 2 is accompanied by a video. (Instructor's Manual Book 1, $10.00; Counselor Book 2/Video, $116.00; Counselor Books 3-6, $16.00; Literature Review, $11.00)

ADDRESS:
School of Education
Education Building
Colorado State University
Fort Collins, CO 80523
(303) 491-6316

DEVELOPING A CAREER CENTER: A HANDBOOK FOR COUNSELORS

Guthrie, B., Maxwell, S., Mosier, P., Nadaskay, P., & Vallejos, M. (1991).
Santa Fe: New Mexico Department of Education, Vocational-Technical Education.

The yearlong career center pilot project was administered by New Mexico State University at Alamogordo. It promoted statewide career guidance awareness through the establishment of a comprehensive career center at Alamogordo High School and collaborated in the development of this manual. Written to help faculty and staff involved in career education develop and implement career centers in their schools, this handbook integrates the concepts and practical aspects of the project. It includes all aspects of career center development and implementation, from initial organization to acquisition of support services and to maximization of student involvement. The handbook provides counselors with a method for offering career guidance services and identifies valuable resources that can assist the counselor with providing career education for their students. (69 pages, no charge)

ADDRESS:
State of New Mexico
Department of Education
Vocational-Technical Education
Education Building
Santa Fe, NM 87501-2786
(505) 827-6655

FINDING ONE'S WAY: CAREER GUIDANCE FOR DISADVANTAGED YOUTH

Allum, K. F. (1993).
Washington, DC: U.S. Department of Labor.

Public/Private Ventures (P/PV) conducted a study that (1) reviewed the types of career guidance opportunities that exist for youth, especially disadvantaged students; (2) analyzed the effectiveness of these various interventions; and (3) recommended ways in which these interventions might be strengthened. Findings from the study indicate that most career guidance activities for youth today, particularly disadvantaged youth, are remarkably limited. This report includes a discussion of the essential components of career guidance and their relevance to programming for disadvantaged at-risk youth, describes several current career guidance services available to disadvantaged populations, discusses the policy implications of the report's findings, and offers recommendations for improving employment and training programs through the addition and expansion of career guidance services. (63 pages, $5.00 prepaid)

ADDRESS:
Public/Private Ventures
2005 Market Street, Suite 900
Philadelphia, PA 19103
(215) 557-4400

NATIONAL CAREER DEVELOPMENT GUIDELINES
National Occupational Information Coordinating Committee. (1990).
Portland, OR: Northwest Regional Educational Laboratory.

In a nationwide initiative to foster excellence in career development programs, kindergarten through adult, the National Occupational Information Coordinating Committee designed a set of career development guidelines for career guidance professionals. The guidelines use a competency-based approach to identify desired outcomes of comprehensive career guidance programs for participants at each developmental level. Personal competencies needed by counselors to deliver quality programs and organizational capabilities necessary for local and state organizations to strengthen and improve career development programs are explained. The guidelines focus on building students and adults' career "competencies"—their ability to understand the world of work and to find their place in that world. These competencies are organized around three categories: (1) self-knowledge, (2) educational and occupational exploration, and (3) career planning. The complete set includes a trainer's manual; state resource handbook; and local handbooks for the following: community and business organizations, postsecondary institutions, high schools, middle/junior high schools, and elementary schools. ($10.90 each; $68.80 for entire set of seven handbooks)

ADDRESS:
Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204
(503) 275-9500

TEACHING THE POSSIBILITIES: JOBS AND JOB TRAINING RESOURCE GUIDE FOR TRANSITION PLANNING
Minnesota Department of Education, Interagency Office on Transition Services. (1991).
St. Paul: Author.

The Minnesota Department of Education developed this guide to assist students in planning their exit from secondary education. Self-knowledge and career development as they relate to transition programming and instruction beginning at age 14 and through adulthood are reviewed. In addition, assessment, planning, and instructional activities related to career awareness, career exploration, and skill development/application are examined in detail This resource explains how functional skill building can be combined with the individual preferences and decision-making processes inherent in these activities. The appendices include an individualized career plan, transition service plan, follow-up survey, definitions, vocational assessments, resources and materials, and agencies and organizations. (122 pages, $8.00)

ADDRESS:
Minnesota Educational Services
Capitol View
70 County Road, B-2, West
Little Canada, MN 55117
(612) 483-4442
(800) 848-4912, ext. 2401

PUBLICATIONS

School-Based Learning Component

Integration of Academic and Vocational Education

ANNOTATED RESOURCE LIST: INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION

Office of Special Populations. (1992, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This resource list is designed to support the efforts of educators across the country who are working to enhance the learning and thinking skills of all students through vocational education. It contains descriptions of relevant publications, organizations, programs, and clearinghouses. (MDS-442@747, 15 pages, $2.00)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

CAREER MAGNETS: INTERVIEWS WITH STUDENTS AND STAFF

Crain, R. L., Heebner, A. L., Kiefer, D. R., & Si, Y.-P. (1992, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

The researchers of this large ethnographic study of students and staff in career magnet schools conclude that magnet schools made many students feel more hopeful about their future career opportunities. Contrary to conventional wisdom, preparing students for employment after high school did not deter them from pursuing college. In fact, knowing that they had skills which could pay their tuition or provide them with a fallback career seemed to make it easier for them to take the risk of aspiring to go to college. Many students also benefited by leaving their home neighborhood for a magnet school. This document is a companion piece to MDS-173@747, *The Effectiveness of New York City's Career Magnet Schools: An Evaluation of Ninth Grade Performance Using an Experimental Design.* (MDS 386@747, 93 pages, $6.00)

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National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

EFFECTIVENESS OF NEW YORK CITY'S CAREER MAGNET SCHOOLS: AN EVALUATION OF NINTH GRADE PERFORMANCE USING AN EXPERIMENTAL DESIGN

Crain, R. L., Heebner, A. L., & Si, Y.-P. (1992, April).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Over 80% of New York City's eighth graders apply to magnet schools and three-quarters of them are accepted. Because the lottery system creates exactly the same statistical results as a classical randomized experiment, the authors state with near certainty that students with average reading ability and grades too low to be normally admitted to a magnet school get a better education if they "win the lottery." With only ninth-grade results so far, students' reading scores and number of courses passed have gone up, and the number of students dropping out at the transition from middle school to high school has gone down. (MDS-173@747, 83 pages, $6.00)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
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EXAMPLES OF INTEGRATED ACADEMIC AND VOCATIONAL CURRICULUM FROM HIGH SCHOOL ACADEMIES IN THE OAKLAND UNIFIED SCHOOL DISTRICT

de Leew, D., Hertenstein, C., Jackson, M., Lum, B. J., O'Donoghue, S., Rahn, M. L., Rubin, V., Stern, D., & Whitehurst-Gordon, A. (1992, December).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Readers of this book will find over ten examples of curricula that integrate academic and vocational content. The examples were produced by teachers in three career academies in Oakland, California. In the health academy, the connection illustrated is between a health occupations class and a class in physiology. In the media academy, the joint assignments link English with production Journalism. At the pre-engineering academy, the coordination illustrated is sequential; drafting courses teach geometric analysis, which students then use in their physics course. Teachers may adapt materials from this book for use in their own programs or get ideas about how to organize equivalent projects in different fields. (MDS-483@747, 143 pages, $9.00)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

INTEGRATING ACADEMIC SKILLS IN VOCATIONAL PROGRAMS. THE JOURNAL FOR VOCATIONAL SPECIAL NEEDS EDUCATION, 13(1)

Schloss, P. J. (Ed.). (1990, Fall).

Articles in this issue focus on the integration of basic academic skills into the vocational curricula. Four articles are devoted to the integration of basic academic skills, math skills, communication skills, and science skills into vocational education programs. A project located at the University of North Texas that uses a team approach to writing a curriculum that would integrate academic subjects into vocational curricula is described. The method encourages cooperation between teachers and directs student attention to the interrelationship of their coursework.

The development, training, and coordination practices for teams who will design accommodation strategies that integrate the teaching of academic and vocational curricula in postsecondary vocational education programs is discussed. In addition, eight widely differing models for integrating academic and vocational programs are presented. (Single issue $6.50)

ADDRESS:
The Journal for Vocational Special Needs Education
c/o Gary Meers
University of Nebraska
518 East Nebraska Hall
Lincoln, NE 68588-0515
(402) 472-2365

INTEGRATING SCIENCE AND MATH IN VOCATIONAL EDUCATION (ERIC DIGEST NO. 134)

Lankard, B. (1993).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

The author of this digest describes strategies for integrating science, math, and vocational education. Exemplary curricula and model programs are highlighted. (2 pages, no charge)

ADDRESS:
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

MAKING HIGH SCHOOLS WORK: THROUGH INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION

Bottoms, G., Presson, A., & Johnson, M. (1992).
Atlanta, GA: Southern Regional Education Board.

The authors of this book present the experiences of 28 high school pilot sites in 13 southern states in making fundamental changes in what and how they teach students, especially those who do not fit into the college preparatory track. The idea behind the project is that students who are strongly motivated can master higher-level academic and vocational content despite their perceived abilities or past performances.

Nine key practices, including revised curricula and meaningful cooperation between academic and vocational teachers are outlined. In addition, the authors discuss essential conditions or environment for change. (216 pages, $10.95)

ADDRESS:
Southern Regional Education Board
592 Tenth Street, NW
Atlanta, GA 30318-5790
(404) 875-9211

A TIME TO EVERY PURPOSE: INTEGRATING OCCUPATIONAL AND ACADEMIC EDUCATION IN COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

Grubb, W. N., & Kraskouskas, E. (1992, September).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This monograph will be of interest to those who intend to develop programs that integrate occupational and academic education at the postsecondary level. Various approaches to curriculum integration at the postsecondary level are described based on a national survey of practices in community colleges and technical institutes. NCRVE researchers identified approaches to integrating occupational and academic education, including general education requirements, applied academic courses, crosscurricular efforts, the incorporation of academic modules in expanded occupational areas, multidisciplinary courses combining occupational concerns and academic perspectives, tandem and cluster courses and learning communities, colleges-within-colleges, and remediation and English-as-a-Second-Language programs with an occupational focus. (MDS-251@747, 54 pages, $3.00)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

THE TRANSITION SKILLS GUIDE: AN INTEGRATED CURRICULUM WITH READING AND MATHEMATIC ACTIVITIES

Wircenski, J. L. (1992, June).
Gaithersburg, MD: Aspen Publishers, Inc.

This transition skills guide is designed to assist the classroom teacher in the delivery of transition skills to at-risk learners and to aid these students in a successful transition from school to work. Teachers can use this guide with students who are enrolled in prevocational, vocational, cooperative work-study, or special education programs at the middle school and secondary school levels. The accompanying reading and mathematics activities are written for students who are below grade level in these two basic skills and are geared for use in both group and individualized settings. The guide consists of 78 transition skill lessons which are divided into seven sections: (1) values clarification skills, (2) socialization skills, (3) communication skills, (4) decision-making skills, (5) team-building skills, (6) financial management skills, and (7) job procurement and retention skills. (196 pages, $145.00)

ADDRESS:
Aspen Publishers, Inc.
Permissions Department
200 Orchard Ridge Drive, Suite 200
Gaithersburg, MD 20878
(800) 638-8437

WHAT WORKS WHEN TEACHERS INTEGRATE VOCATIONAL AND ACADEMIC EDUCATION

Schmidt, B. J. (1992, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

The author reports the outcomes of a project that identified vocational and academic education strategies used at three pilot site schools and examined faculty and administrators' perceptions of the strategies. The three sites are part of the Southern Regional Education Board–Vocational Education Consortium, which includes 17 states with more than 40 pilot sites. Thirty individuals were interviewed at the selected sites where a number of innovative strategies were being tried to improve the academic competencies of students completing high school vocational programs. Statements from the interviews are summarized under four categories: (1) instructional strategies, (2) curricular strategies, (3) cooperative efforts between vocational and academic teachers, and (4) administrative practices. Included are strategies that the individuals interviewed found to be effective when vocational and academic teachers collaborate. (MDS-163@747, 6 pages, $2.00)

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National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

PUBLICATIONS

School-Based Learning Component

Performance Standards

THE 1990 PERKINS: EVALUATING AND IMPROVING PROGRAM EFFECTIVENESS (TASSP BRIEF, 3(3))
Coyle-Williams, M., & Maddy-Bernstein, C. (1991, December). Champaign: University of Illinois, National Center for Research in Vocational Education, Technical Assistance for Special Populations Program.

The requirements for program improvement and evaluation in the 1990 Carl D. Perkins Vocational and Applied Technology Education Act are the focus of this TASPP BRIEF. Legal requirements for statewide systems of core standards and measures of performance, annual evaluations, local program improvement plans, and joint program improvement plans are described. The potential positive and negative impact of these requirements on services to special populations is discussed. Recommendations to enhance the positive impact of program improvement and evaluation activities are included. (6 pages, no charge)

ADDRESS:
National Center for Research in Vocational Education
Office of Special Populations
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

ACCOUNTABILITY FOR VOCATIONAL EDUCATION: A PRACTITIONER'S GUIDE
Hoachlander, E. G., Levesque, K., & Rahn, M. L. (1992, July). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

The National Center for Research in Vocational Education staff developed this guide to assist states in developing performance measures and standards for secondary and postsecondary vocational education programs. It contains a conceptual framework and guidelines for developing performance measures and standards. The guide walks the practitioner through the steps of designing a system of performance measures and standards; provides definitions of relevant terminologies; and discusses issues related to student assessment, implementation, and special populations in the context of performance measures and standards. (MDS-407@747, 126 pages, $10.25)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

ACCOUNTABILITY: IMPLICATIONS FOR STATE AND LOCAL POLICYMAKERS (POLICY PERSPECTIVES SERIES)
Kirst, M. W. (1990, July).
Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

The author of this paper examines six accountability strategies and argues that they work best when used in combinations adapted to local and state needs. The strategies include accountability through (1) performance reporting, (2) monitoring and compliance with standards or regulations, (3) incentive systems, (4) reliance on the market, (5) changing the locus of control of schools, and (6) changing professional roles. Important trends that have implications for policymakers are highlighted. Local accountability systems for the states of California, Georgia, Pennsylvania, Minnesota, and Florida, as well as the California Model School Accountability Report Card are described in the appendix. (64 pages, $3.25)

ADDRESS:
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
(202) 512-1800
Fax: (202) 512-2250

ALTERNATIVE APPROACHES TO OUTCOMES ASSESSMENT FOR POSTSECONDARY VOCATIONAL EDUCATION
Bragg, D. D. (Ed.). (1992, December).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Outcomes assessment is an evaluative process that determines the results of education. This book includes a discussion of innovations in this form of assessment at the postsecondary level, particularly vocational education. These approaches were identified during a two-year research effort which involved a wide range of two-year public and private community and technical colleges across the United States. The book is intended for educational leaders and local, state, and federal policymakers. (MDS-239@747,135 pages, $7.00)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

THE AVA GUIDE TO THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990: UPDATED EDITION
American Vocational Association. (1992).
Alexandria, VA: Author.

A reference and planning tool to help professionals understand and implement the 1990 Carl D. Perkins Vocational and Applied Technology Education Act, this updated guide provides a synopsis of the entire Act, an expert analysis of each element of significant change from the 1984 Act, and the new law in its entirety. It includes all amendments through March 1992 and is fully indexed. (183 pages; $21.95/member, $24.95/nonmember)

ADDRESS:
American Vocational Association
Department HBK34
1410 King Street
Alexandria, VA 22314
(703) 683-3111

BEYOND VOCATIONAL EDUCATION STANDARDS AND MEASURES: STRENGTHENING LOCAL ACCOUNTABILITY SYSTEMS FOR PROGRAM IMPROVEMENT

Stecher, B. M., & Hanser, L. M. (1992, December).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

NCRVE researchers examined vocational education accountability at the local level to provide information that might improve the implementation of the Perkins II (the 1990 amendments to the Perkins Act) provisions. The researchers found that local accountability systems already exist in many vocational programs and that they can be tools for program improvement. They then suggest ways local programs and states can improve the functioning of local accountability systems, and recommend changes in federal vocational educational policy to further the goals of program improvement that motivated Perkins II. (MDS-292@747, 44 pages, $3.75)

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CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990: SELECTED RESOURCES FOR IMPLEMENTATION

Kallembach, S. C., Burac, Z., Coyle-Williams, M., Benesh, J., Bullock, C., & Iliff, L. (Comps.). (1992, September).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

Intended for professionals working to improve vocational program access and quality for special populations, this guide directs the reader to a variety of information sources. It lists publications, model vocational programs, newsletters, journals, agencies, associations, clearinghouses, computer-based information networks, databases, state personnel, and other sources which may facilitate the implementation of the mandates for program improvement contained in the 1990 Perkins Act. Resources related to program administration, academic-vocational education integration, Tech Prep, performance measures and standards, and educational reform are highlighted. Each resource is annotated and includes information on ordering or contacting resources. (MDS-437@747, 145 pages, $7.00)

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CREATING MORE RESPONSIVE STUDENT EVALUATION SYSTEMS FOR DISADVANTAGED STUDENTS (REPORT NO. 15)
Natriello, G., Pallas, A. M., & Riehl, C. (1991, April).
Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students.

The authors of this paper examine how student performance is evaluated in schools in order to develop a set of strategies for creating more responsive systems for evaluating student performance. Problems relating to the evaluation of disadvantaged students' performance, including the purposes of evaluation, task assignment, criteria, standards, testing, appraisal, feedback, and planning for improvement are addressed. Finally, the authors derived a set of guidelines for creating evaluation systems that would be more responsive to disadvantaged students. (12 pages, $1.80)

ADDRESS:
Center for Research on Effective Schooling for Disadvantaged Students
The Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
(410) 516-8800

DESIGNING A PLAN TO MEASURE VOCATIONAL EDUCATION RESULTS
Hoachlander, E. G. (1991, February).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Reprinted from the February 1991 *Vocational Education Journal*, this article provides guidelines local and state designers might use in developing and implementing accountability systems which document the progress of vocational education students and programs. (MDS-321@747, 4 pages, $2.00)

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EDUCATIONAL OUTCOMES AND INDICATORS FOR INDIVIDUALS AT THE POST-SCHOOL LEVEL
Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993, May).
Minneapolis: National Center on Educational Outcomes.

The purpose of this document is to present a model of post-school outcomes and the indicators of these outcomes for all individuals who have left today's schools. Post-school can be defined in a number of appropriate ways, including one year after completing school, five years after completing school, and so on. This document contains (1) a conceptual model of domains and outcomes, (2) possible indicators for each outcome, and (3) steps toward identifying sources of data for indicators. (25 pages, $8.00)

ADDRESS:
Publications Office
National Center on Educational Outcomes
350 Elliott Hall
75 E. River Road
University of Minnesota
Minneapolis, MN 55455
(612) 624-8561

EDUCATIONAL OUTCOMES AND INDICATORS FOR STUDENTS COMPLETING SCHOOL
Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993, January).
Minneapolis: National Center on Educational Outcomes.

The purpose of this document is to present a model of school completion outcomes and the indicators of these outcomes for all students in today's schools. It contains (1) a conceptual model of domains and outcomes, (2) possible indicators for each outcome, and (3) steps toward identifying sources of data for indicators. (25 pages, $8.00)

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National Center on Educational Outcomes
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University of Minnesota
Minneapolis, MN 55455
(612) 624-8561

A FRAMEWORK FOR EVALUATING LOCAL VOCATIONAL EDUCATION PROGRAMS (INFORMATION SERIES NO. 344)
McCaslin, N. L. (1990).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

One effect of educational reform movements is greater emphasis on evaluation. Vocational education evaluation has been mandated by the 1990 Carl D. Perkins Vocational and Applied Technology Education Act. To help vocational education administrators and practitioners with program assessment, this paper presents a framework for vocational education program evaluation.

McCaslin argues that information on student achievement alone is insufficient and recommends a comprehensive approach to program evaluation. The framework for evaluating local vocational education programs described in this publication calls for three types of information: (1) vocational education program processes; (2) vocational education program outcomes; (3) and needs for vocational education as expressed by students, employers, and society. The framework does not specifically address special population concerns, as it is intended as a generic guide for thinking through evaluations of vocational programs. (29 pages, $4.75)

ADDRESS:
Center on Education and Training for Employment
CETE Publications Office
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-1260 in OH
(800) 848-1815

GUIDE TO DESIGNING STANDARDS AND MEASURES FOR EVALUATING THE PERFORMANCE OF VOCATIONAL EDUCATION PROGRAMS
Center for Law and Education, Vocational Education Project. (1992).
Cambridge, MA: Author.

State systems of standards and measures drive the process of evaluating and improving vocational education programs. This guide addresses how to go about developing standards and measures, including statutory requirements, useful criteria, and examples of relevant materials in existence or being developed by various states. (37 pages, $10.00)

ADDRESS:
Center for Law and Education
Vocational Education Project
197 Friend Street, 9th Floor
Boston, MA 02114
(617) 371-1166

GUIDELINES FOR DEVELOPING SYSTEMS OF PERFORMANCE STANDARDS AND ACCOUNTABILITY FOR VOCATIONAL EDUCATION: NOTES FROM A CONFERENCE PRESENTATION
Hoachlander, E. G. (1991, January).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This brief working paper is based on a presentation made in September 1990 to the Fall Leadership Conference of the National Association of State Directors of Vocational Education. Questions about performance measures and standards are addressed in outline form. These guidelines can be used as a basis for discussion or further reading. (MDS-232@747, 3 pages, $2.00)

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IMPLEMENTING ARIZONA'S VOCATIONAL TECHNOLOGICAL EDUCATION PERFORMANCE STANDARDS

Arizona Department of Education, Division of Vocational Technological Education. (1992, July). Phoenix: Author.

This guide is designed for those who will be involved in implementing and evaluating their states' performance standards, including local evaluation coordinators, teachers, business and industry representatives, and special needs teachers. The guide includes background information on legislation, Arizona's performance standards, how to conduct the local evaluation, and reporting procedures. (62 pages, no charge)

ADDRESS:
Mary Lewkowitz
Arizona Department of Education
School-to-Work Division
1535 W. Jefferson Street
Phoenix, AZ 85007
(602) 542-5352

INDUSTRY SKILL STANDARDS: IMPACT ON STUDENTS AND WORKERS

Center for Law and Education, Vocational Education Project. (1993). Cambridge, MA: Author.

VOCED Project staff developed this paper which analyzes the impact of skill standards on educational programs and employment rights. Criteria for developing and using standards are suggested. (9 pages, no charge)

ADDRESS:
Center for Law and Education
Vocational Education Project
197 Friend Street, 9th Floor
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(617) 371-1166

LINKING PLANNING AND EVALUATION IN VOCATIONAL EDUCATION: ISSUES AND CONCEPTS

Asche, F. M., Strickland, D. C., & Elson, D. E. (1992, March). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Two common themes in recent literature are plans that do not get implemented and evaluation findings which are not used. Much of the literature on planning and evaluation treats these two activities as separate, distinctive functions. In this paper, the authors examine issues related to linking planning and evaluation within vocational education. An analysis of concepts critical to combining planning and evaluation is provided. (MDS-015@747, 23 pages, $1.50)

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LINKING PLANNING AND EVALUATION: REVIEW AND SYNTHESIS OF LITERATURE

Asche, F. M., Elson, D. E., Strickland, D. C., & Choudhury, E. (1992, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

In writing this review and synthesis, the authors operated with the assumptions that inadequate linkages exist within vocational education, that improved linkage would result in more effective reconciliation of policy design and policy action, and that there is a base of theory and research from which vocational education can benefit. Literature from education and related fields such as social change, public administration, strategic planning, and evaluation was included in this review. While planning theorists have developed multiple approaches that might address many of the contemporary problems facing vocational education, these approaches have had very limited use in vocational education. The theme of evaluation utilization emerged as critical to the linking process. It was hypothesized that the primary benefit of evaluation utilization is its capacity to institutionalize organizational learning. The multiple streams of literature related to planning, evaluation, evaluation utilization, strategic planning, and organizational learning were brought together in the final section of the review in an attempt to examine both the facilitators and barriers to linking planning and evaluation. (MDS-120@747, 58 pages, $4.50)

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LINKING PLANNING AND EVALUATION: UNDERSTANDING THE PROCESS IN VOCATIONAL AND TECHNICAL EDUCATION

Elson, D. E., Oliver, J. D., Strickland, D. C., & Perry, J. (1991, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Federal vocational legislation has placed increasing emphasis on assessment, evaluation, and planning since the 1976 Vocational Education Amendments. One of the dilemmas vocational educators face is the fact that much of the literature on planning and evaluation treat these two activities as separate, distinctive functions. This working paper, originally presented at the 1991 National State Occupational Information Coordinating Committee Conference, proposes the notion of planning and evaluation as one process—an ongoing, regular dynamic between two interdependent functions. Linkage in this context is not viewed simply as a means to unit planning and evaluation, but, rather, as a multifaceted phenomenon. The intent of this paper is to provide guidelines, examples, and suggestions to aid in the development and implementation of a process to facilitate linkages. It offers assistance for generating ideas and identifying potential pitfalls. (MDS-380@747, 13 pages, $2.00)

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LOCAL ACCOUNTABILITY IN VOCATIONAL EDUCATION: A THEORETICAL MODEL AND ITS LIMITATIONS IN PRACTICE
Stecher, B. M., & Hanser, L. M. (1992, November).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This study was designed to analyze and describe local accountability systems in vocational education. Such an analysis and description can serve as a basis for further study of vocational programs, for developing criteria for evaluating accountability systems, and for monitoring the impact of policy changes. This document should be of interest to state and local education administrators, state and federal policymakers, and policy researchers interested in vocational education. (MDS-291@747, 58 pages, $4.50)

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MANAGING LOCAL PLANS: A GUIDE TO ACCOUNTABILITY FOR THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990 (PL 101-392)
Curtis, C. A. (1991, December).
Harrisburg: Pennsylvania Department of Education, Bureau of Vocational-Technical Education.

The Pennsylvania Bureau of Vocational-Technical Education published this booklet to provide school districts, area vocational-technical schools, and postsecondary administrators a model for the vocational program accountability system required by the 1990 Perkins Amendments. The booklet provides an introduction to the new system while stressing the benefits of program assessment. The clear format and relevant graphics aid the reader in understanding the new system. (12 pages, no charge)

ADDRESS:
Bureau of Vocational-Technical Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-8022

PANDORA'S BOX: ACCOUNTABILITY AND PERFORMANCE STANDARDS IN VOCATIONAL EDUCATION
Hill, P. T., Harvey, J., & Praskac, A. (1992, December).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

In this study, the researchers explore educational accountability in the United States. The study first considers both the way localities and states are coping with changes in state administration required by the Perkins Amendments of 1990 as well as their capabilities to advance accountability through performance standards. Second, the study addresses a question raised repeatedly during local and state interviews, asking whether the Perkins Amendments imply the need to develop statewide aggregate measures of program performance and, ultimately, national aggregate measures of performance as the foundation of educational accountability. (MDS-288@747, 46 pages, $3.50)

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PERFORMANCE-BASED POLICY OPTIONS FOR POSTSECONDARY VOCATIONAL EDUCATION AND EMPLOYMENT TRAINING PROGRAMS

Hoachlander, E. G. (1992, July).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This paper explores issues surrounding the adoption of performance-based policies in postsecondary vocational education and employment training programs. Performance-based policy has two major goals: (1) it seeks to increase the basic and job-specific skills needed by program participants to perform effectively in occupations related to training, and (2) it aims to stimulate debate over the appropriate outcomes for vocational education and employment training programs. This paper also addresses the definition of performance for vocational education and employment training, explores alternatives for tying performance to funding and strategies for information disclosure, discusses the availability of data on performance and how existing data sources might be improved, and offers concluding observations and recommendations. (MDS-020@747, 41 pages, $3.00)

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PERFORMANCE MEASURES AND STANDARDS FOR VOCATIONAL EDUCATION: 1991 SURVEY RESULTS

Hoachlander, E. G., & Rahn, M. L. (1992, March).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

As part of its ongoing efforts to assist states in developing performance measures and standards for secondary and postsecondary vocational education, NCRVE conducted a survey designed to assess states' initial development efforts. This report includes a summary of the findings from all fifty states. It includes national summaries, state-by-state data, and a list of contact persons in each state. (MDS-388@747, 64 pages, $5.00)

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PERFORMANCE STANDARDS FOR VOCATIONAL EDUCATION: NATIONAL, STATE, AND LOCAL IMPLICATIONS (NATIONAL SATELLITE TELECONFERENCE)

Hoachlander, E. G., Casello, J., Hill, P., & Visdos, R. J. (1991, May).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

In May 1991, NCRVE sponsored a teleconference on performance standards. This videotape contains a transcript of the teleconference which focused on the following aspects of performance standards: establishing a rationale for the importance of performance standards, examining different types of performance standards, exploring the use and impact of performance standards, and examining the requirements of the Perkins Acts as they relate to performance standards. (MDS-332@747, Videotape, $15.00; MDS-332a@747, Supplemental Materials, $2.00)

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QUICK GUIDE TO YOUR STATE'S SYSTEM OF STANDARDS AND MEASURES

Center for Law and Education, Vocational Education Project. (1992). Cambridge, MA: Author.

This resource describes the basic questions to consider when looking at a state's system of standards and measures. (1 page, no charge)

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Center for Law and Education
Vocational Education Project
197 Friend Street, 9th Floor
Boston, MA 02114
(617) 371-1166

STRATEGIES FOR LINKING PLANNING AND EVALUATION IN VOCATIONAL AND TECHNICAL EDUCATION

Elson, D. E., Oliver, J. D., & Strickland, D. C. (1992, June). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Comprehensive evaluation and substantive planning in vocational education are not clearly linked in most states. Research shows that state-level planning and evaluation can be facilitated by clear leadership and policy focus, administrative commitment, interagency cooperation, some form of regional administrative structure, planning/evaluation and data collection systems, and comprehensive programs. This document presents a literature review/synthesis, two national surveys, and case studies. (MDS-235@747, 23 pages, $1.00)

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TESTING AND ASSESSMENT IN SECONDARY EDUCATION: A CRITICAL REVIEW OF EMERGING PRACTICES

Hill, C., & Larsen, E. (1992, December). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This review of alternative assessment practices claims that authentic assessment can provide powerful leverage in reforming education, but is crucially dependent upon administrative support. Alternative assessment practices go well beyond traditional testing. These practices are often referred to as authentic assessment, a term that conveys the notion that assessment should be built around tasks that are worth doing for their own sake. The authors explored various practices of authentic assessment that are being used in American high schools and analyzed the strengths and weaknesses of these practices. They also focused on assessment practices that seek to develop an appropriate relation to the changing workplace. The secondary schools involved in the study were vocational schools concerned with developing more generic skills for the workplace and comprehensive high schools that are developing closer relations to the workplace. The researchers describe assessment as a complex enterprise that any approach, no matter how well-intentioned, is difficult to implement; in the case of authentic assessment, the difficulties are pronounced with respect to equity and efficiency. (MDS-237@747, 102 pages, $5.25)

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PUBLICATIONS

School-Based Learning Component

Tech Prep

ANNOTATED RESOURCE LIST: TECH PREP
Office of Special Populations. (1992, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This listing contains resources that practitioners working to include special populations in Tech Prep programs can use. Resources include references, educational information centers/services, and organizations. Each entry includes a description, contact, and ordering information. (MDS-452@747, 9 pages, $1.50)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
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ILLINOIS TECH PREP PLANNING STRATEGIES
Bragg, D. D., Huffman, G. K., Hamilton, L., & Hlavna, D. P. (1991, August).
Springfield: Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

Based largely on the day-to-day experiences of Tech Prep planners in Illinois, this handbook provides practical and research-based information designed to provide ideas for initiating successful programs for project directors, coordinators, and other parties involved in Tech Prep planning activities. It is intended to generate ideas, share successful practices, and encourage communication for the successful design of Tech Prep initiatives.

Chapters address the application of the Tech Prep planning process; involving and organizing key groups (educators, business and industry representatives, students, and parents); developing the components of Tech Prep using alternative approaches; implementing various strategies; and evaluating Tech Prep initiatives. Each chapter includes the purpose of the activity described, issues to consider, parties to involve, when to begin, and a relevant success story. (115 pages, $5.00)

ADDRESS:
Curriculum Publications Clearinghouse
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 322-3905

PROGRAM AND POLICY ISSUES IN IMPLEMENTING TECH PREP IN ILLINOIS
Fitzgerald, J. (1993, July).
Chicago: University of Illinois at Chicago, Center for Urban Educational Research and Development

This report includes a summary of the findings of a one-year study of Tech Prep implementation in Illinois. The author examines the degree of external support for programs and the extent to which support influenced quality. In addition to analyzing business and labor involvement, the author looks at community and parental involvement and describes programs where community-based organizations have played central roles. (46 pages, $8.00)

ADDRESS:
University of Illinois at Chicago
Center for Urban Educational Research and Development
M/C 147
1040 W. Harrison Street
Chicago, IL 60607-7133
(312) 996-5161

TECH PREP AND COUNSELING: A RESOURCE GUIDE
Chew, C. (1993).
Madison, WI: Center on Education and Work.

The intent of this guide is to provide a resource for counselors new to Tech Prep and those providing staff development in the area of counseling that addresses the counselor's role in the Tech Prep initiative. The guide provides (1) a brief background of Tech Prep; (2) a discussion of the counselor's role in Tech Prep with advising, curriculum, career awareness, and partnerships; (3) a definition of terms; and (4) a resource/idea section. (63 pages, $16.50)

ADDRESS:
Center on Education and Work
University of Wisconsin–Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796
(608) 263-3696
(800) 446-0399
Fax: (608) 262-9197

TECH PREP: EFFECTIVE AND PROMISING PRACTICES GUIDE
Wacker, G. B. (1993).
Madison, WI: Center on Education and Work.

This guide was developed to assist practitioners as they begin to effect change in schools by implementing Tech Prep initiatives. It highlights local, state, and national Tech Prep practices proven to be effective through qualitative and quantitative evaluation methods. Featured practices are grouped according to the following topics: (1) management practices, (2) performance assessment/indicators, (3) curriculum and instruction practices, (4) guidance and counseling practices, and (5) practices to serve special populations. (105 pages; $14.50, plus 10% shipping and handling)

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(608) 263-3696
(800) 446-0399
Fax: (608) 262-9197

PUBLICATIONS

School-Based Learning Component

Student Assessment

ANNOTATED RESOURCE LIST: ASSESSING SPECIAL POPULATIONS IN VOCATIONAL PROGRAMS
Technical Assistance for Special Populations Program. (1992, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Counselors, teachers, program coordinators, administrators, and other professionals can use this resource list, which contains program assessment resources necessary for program improvement. The listing includes references, educational information centers/services, and organizations with a brief description, contact, and ordering information, if necessary. (MDS-425@747, 18 pages, $2.25)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

ASSESSING JOBS PARTICIPANTS
Auspos, P., & Sherwood, K. E. (1992, August).
New York: Manpower Demonstration Research Corporation.

This collection of papers provides administrators, staff, and service providers of Job Opportunities and Basic Skills Training (JOBS) Program with a wide range of assessment approaches and options in matching JOBS participants with JOBS services. It is intended to bring lessons from research to the tasks of design and implementation, and to provide an outlet for information about the practical program management and operational issues. An understanding of the processes inside social programs and policies is useful to decisionmakers and essential to practitioners. These papers contribute to this understanding. (66 pages, $8.00)

ADDRESS:
Publications Department
Manpower Demonstration Research Corporation
Three Park Avenue
New York, NY 10016
(212) 532-3200

ASSESSING SPECIAL STUDENTS: STRATEGIES AND PROCEDURES (3RD ED.).
McLoughlin, J. A., & Lewis, R. B. (1990).
Columbus, OH: Merrill Publishing Company.

Based on a systematic assessment questioning model, this text offers a thorough introduction to educational assessment procedures, provides a combined coverage of formal and informal assessment, features over twenty new assessment procedures, defines correct assessment procedures, and teaches students how to apply assessment results right in the classroom. It prepares students for all phases of the assessment process, and encourages them to take advantage of every available assessment tool.

An expanded chapter on vocational and career assessment explores college assessment and postsecondary topics. (640 pages, $29.56)

ADDRESS:
Glencoe/McGraw-Hill
P.O. Box 543
Blacklick, OH 43004-0543
(800) 334-7344

ASSESSMENT AND PLACEMENT OF MINORITY STUDENTS
Samuda, R. J., Kong, S. L., Cummins, J., Lewis, J., & Pascual-Leone, J. (1991)
Toronto, Canada: C. J. Hogrefe and Intercultural Social Sciences Publications.

This book provides an update on minority assessment. It presents issues and problems associated with the appraisal of ethnic, cultural, and linguistic minorities in a culturally diverse society. Innovative approaches to assessment leading to more equitable methods of dealing with the educational needs of minority students are also presented. Although there is little vocational education emphasis, the book has great value as a resource for teacher education, especially in teacher retraining in the assessment and placement of minority students. (230 pages, $29.95)

ADDRESS:
Brookline Books
P.O. Box 1047
Cambridge, MA 02238
(617) 868-0360
Fax: (617) 868-1772

CAREER EDUCATION: A CURRICULUM MANUAL FOR STUDENTS WITH HANDICAPS
Baumgart, D. (1990).
Frederick, MD: Aspen Publishers.

The general goal of the first section of this book is to provide information to high school students about careers. Activities are described and inventories are included to help identify students' functional aptitudes and vocational interests. Exercises in which students learn about, classify, observe, and simulate occupational tasks are outlined. Forms and worksheets are included.

The major units in this curriculum are presented in several formats differing in difficulty. Because of this feature, the curriculum can be adapted for students with mild disabilities or those with severe disabilities, or for heterogeneously grouped students representing a range of disabilities.

Assessment is facilitated by questionnaires and by observational checklists. In many cases, these questionnaires would require minimal adaptation before they could be used in classrooms.

The second part of the curriculum is designed for use when students have been placed in worksites. A complete package of forms, materials, and activities to assist instructors in making and monitoring such placements has been developed. And as with the initial phase of the curriculum, the author includes numerous practical suggestions for remedial instruction. (512 pages, $95.00)

ADDRESS:
Aspen Publishers, Inc.
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200 Orchard Ridge Drive, Suite 200
Gaithersburg, MD 20878
(800) 638-8437

CAREER OPTIONS PLANNER FOR SOPHOMORES: WINDOWS TO YOUR FUTURE
Jolin, J., Caulum, D., Lambert, R., & Cotler, D. (1993).
Madison: Center on Education and Work, University of Wisconsin–Madison.

The *Career Options Planner for Sophomores* is designed to assist students in clarifying and gaining knowledge about their career options, developing a career options plan, and choosing activities to achieve the goals stated in their plans. It includes the planner and the portfolio with easy-to-follow instructions. The planner is organized into the following parts: (1) Your Self-Assessment, (2) Your Academic Assessment, (3) Your Word Preferences, (4) Your Career Options, and (5) Your Education and Career Plans. (46 pages, $39.00 per set—each set contains 15 workbooks and 15 portfolios)

ADDRESS:
Center on Education and Work
University of Wisconsin–Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796
(608) 263-3696
(800) 446-0399
Fax: (608) 262-9197

THE CLINICAL PRACTICE OF CAREER ASSESSMENT: INTERESTS, ABILITIES, AND PERSONALITY
Lowman, R. L. (1991).
Washington, DC: American Psychological Association.

This book is directed towards career assessors with a variety of backgrounds and theoretical orientations, and professionals and graduate students who have a solid foundation in clinical psychological fundamentals and have a real interest in the issues of career choice and change. The author presents a model of career assessment called interdomain career assessment. Three major domains are regarded to be centrally important in conducting competent career assessments: (1) vocational interests, (2) human abilities, and (3) occupationally relevant personality characteristics. The author maintains that career assessors must consider each of the three domains and their interaction if they are to have success in capturing the complexity of real people and real career concerns. (318 pages; $37.50/hard cover, $19.50/soft cover)

ADDRESS:
APA Order Department
P.O. Box 2710
Hyattsville, MD 20784
(202) 336-5510

A COUNSELOR'S GUIDE TO CAREER ASSESSMENT INSTRUMENTS
Kapes, J. T., & Mastie, M. M. (Eds.). (1988).
Alexandria, VA: National Career Development Association.

The second edition of the *Counselor's Guide*, this book contains several articles by prominent authors in the field and descriptions of 43 career assessment instruments. The instruments are divided into seven categories: (1) Multiple Aptitude Batteries, (2) Interest Inventories, (3) Measures of Work Values, (4) Career Development/Maturity Instruments, (5) Combined Assessment Programs, (6) Personality Measures, and (7) Instruments for Special Populations. Each entry begins with descriptive information, followed by a critical review of the instrument's strengths and weaknesses. An additional chapter contains a compilation of 126 career guidance instruments. For each instrument, the following information is included: type of instrument, name, publisher, date, population, reference, and brief description. (351 pages; nonmember: $35.00/hard cover, $25.00/soft cover; member: $25.00/hard cover, $20.00/soft cover)

ADDRESS:
Publication Sales
American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800 in VA
(800) 545-AACD

INTEREST ASSESSMENT FOR GIRLS AND YOUNG WOMEN
Kansas Careers, Kansas State University. (1993).
Manhattan: Kansas State University.

This interest assessment is designed to show new nontraditional possibilities for female students from grades 6-10. It provides a list of 148 nontraditional occupations that are grouped according to the 12 GOE (Guide for Occupational Exploration) clusters. By responding with "like" or "dislike" to 120 work activities, students find their career interest areas and match these with the accompanying nontraditional occupations list. (8 pages, call for ordering information)

ADDRESS:
Kansas Careers
Kansas State University, Suite 248
2323 Anderson Avenue
Manhattan, KS 66502-2912
(913) 532-6540
Fax: (913) 532-7732

KNOWLEDGE BRIEF: USING PORTFOLIOS TO ASSESS STUDENT PERFORMANCE (NUMBER 9).
Far West Laboratory. (1992).
San Francisco: Author.

This brief discusses what portfolios are and what they can really tell about student learning and school effectiveness. It alms to share knowledge and resources with school site teams of principal(s) and teachers on a number of questions: What makes a portfolio more than just a collection of student work? How does a school launch a portfolio project? How do schools coordinate portfolio work? Can the same portfolio meet instructional and high stakes accountability purposes? A list of readings and resources pertaining to portfolio assessment is included. (8 pages, $4.00 prepaid, cite order no. FW-1192-RD)

ADDRESS:
Far West Laboratory
730 Harrison Street
San Francisco, CA 94107
(415) 565-3000

A MODEL PROGRAM FOR SERVING LEP STUDENTS
Friedenberg, J. E. (1991).
Columbus: Ohio State University, Center on Education and Training for Employment.

A 45-minute color videotape and an accompanying facilitator's guide combine to make a training program for vocational, career, and occupational education professionals who serve learners with limited English proficiency. Effective for both inservice and preservice training, the program is appropriate for teacher education programs, state departments of education, postsecondary institutions, local education agencies, occupational training programs, and others responsible for professional development and program improvement.

The videotape features an introduction and seven training segments on recruitment, assessment, adapted career-vocational instruction, vocational English as a second language (VESL), counseling, placement, and coordination.

The facilitator's guide contains material for a comprehensive workshop including background information, discussion questions with answers, training recommendations, and trainee assignment sheets with answers. (54 pages, $49.50)

ADDRESS:
Center on Education and Training for Employment
Ohio State University Publications Office, Box C
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

THE PORTFOLIO AND ITS USE: DEVELOPMENTALLY APPROPRIATE ASSESSMENT OF YOUNG CHILDREN
Grace, C., & Shores, E. F. (1992).
Little Rock, AR: Southern Association on Children Under Six.

Authentic assessment advocates encourage the use of portfolio as a viable and legitimate means of assessing young children. This manual describes the components of the assessment portfolio as well as methods by which teachers can collect that information and material. Although the manual lacks vocational special needs education emphasis and examples are directed towards work with young children, the content is very relevant and can be easily adapted for use in vocational education. (59 pages; $10.00, plus $2.00 shipping and handling)

ADDRESS:
Southern Association on Children Under Six
P.O. Box 56130
Little Rock, AR 72215-6130
(501) 663-0353
Fax: (501) 663-2114

PORTFOLIO ASSESSMENT IN ADULT, CAREER, AND VOCATIONAL EDUCATION (ERIC TRENDS AND ISSUES ALERTS)
Imel, S. (1993).
Columbus: Ohio State University, Center on Education and Training for Employment.

This Trends and Issues Alert cites the strengths and issues associated with portfolio assessment. It discusses portfolio assessment as an alternative assessment that adult, career, and vocational educators can utilize in their work. However, except for use in documenting experiential learning, there is little evidence that shows its use within those fields. It concludes with an annotated bibliography of resources on portfolio assessment that can be consulted by adult, career, and vocational educators desiring to learn more about this option. (2 pages, no charge)

ADDRESS:
Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353
(800) 848-4815

PROMOTING SUCCESS WITH AT-RISK STUDENTS: EMERGING PERSPECTIVES AND PRACTICAL APPROACHES
Kruger, L. J. (Ed). (1990).
Binghamton, NY: Haworth Press, Inc.

Effective strategies to prevent school-related problems among at-risk students are featured in this book. Guidelines for the development and assessment of approaches to identify at-risk behaviors are presented as well as intervention and prevention techniques, proven successful in dealing with students who display at-risk behaviors. This book is designed to assist school personnel in the use of behavior self-management techniques, individualized contingency contracts, peer tutoring and cooperative learning, tactics for reducing academic anxiety, and time management techniques for both teachers and students. Guidelines are also included for promoting parental involvement in education; preventing student crises and discipline problems; and fostering positive relationships between at-risk students and faculty, staff, and other students. (276 pages, $39.95)

ADDRESS:
Haworth Press, Inc.
10 Alice Street
Binghamton, NY 13904-9981
(800) 342-9678
Fax: (607) 722-1424

PROVIDING STUDENT VOCATIONAL ASSESSMENT SERVICES: AN ADMINISTRATOR'S GUIDE

Norton, R. E., & Lankard, B. A. (1990).
Athens, GA: American Association for Vocational Instructional Materials.

Initiating, delivering, and evaluating vocational assessment programs for secondary and postsecondary students is an important and time-consuming task. This guide provides a comprehensive overview of the vocational assessment process and descriptions of key programs and instruments to assist the administrator in this task. It addresses such process issues as who it serves, what it accomplishes, why it is necessary, where and when it is offered, and how it is performed. As examples of what works, six model vocational assessment programs, selected through a national search and review, are highlighted. In addition, the guide describes in detail 25 assessment instruments and offers a summary chart of information to use in comparing the various instruments. (94 pages; $12.00, plus $2.00 shipping)

ADDRESS:
American Association for Vocational Instructional Materials
220 Smithonia Road
Winterville, GA 30683-9521
(706) 742-5355

RECOMMENDATIONS FOR IMPROVING THE ASSESSMENT AND MONITORING OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Council of Chief State School Officers Limited English Proficient Student Data Project. (Comp.). (1992).
Washington, DC: Council of Chief State School Officers.

A joint project of the Council of Chief State School Officers State Education Assessment Center and the Resource Center on Educational Equity, this report outlines a set of recommendations that include principles and ideal practices to be used in educational programs for students with limited English proficiency. The recommendations provide guidance for improving and making more uniform procedures for screening and assessing LEP students for the purpose of classifications, placement, and reclassification. Additional recommendations are included concerning state-level data-collection efforts focused on LEP students. (16 pages, $6.00)

ADDRESS:
Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001
(202) 336-7016

TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

King, W. L., & Jarrow, J. E. (1990).
Columbus, OH: Association on Higher Education and Disability.

Specifically developed for postsecondary support service providers who are responsible for arranging testing accommodations for students with disabilities, this practical guide contains testing procedures based on the extensive experiences of several two- and four-year institutions in the United States. The guide contains a discussion of how to establish and maintain the philosophy of the program. Additional sections include how to establish student eligibility for testing accommodations; how to convey eligibility information to faculty, negotiating reasonable accommodations, maintaining test security, and determining the types of accommodations that might be appropriate; and how to wean students off of accommodations. The guide is easy-to-read and contains several sample forms that may be adapted for use by service providers in their respective programs. The authors have also included several "philosophical tangents" which are designed to assist the reader in understanding the philosophical foundations and reasons for establishing testing accommodations. (28 pages; $11.00/members, $17.00/nonmembers)

ADDRESS:
Association on Higher Education and Disability
P.O. Box 21192
Columbus, OH 43221-0192
(614) 448-4972 Voice/TDD
Fax: (614) 488-1174

TESTING AND ASSESSMENT IN ADULT BASIC EDUCATION AND ENGLISH AS A SECOND LANGUAGE PROGRAMS

Sticht, T. G. (1990, January).
Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy.

This monograph is designed to provide information that can be helpful to practitioners in selecting and using standardized tests in the evaluation of adult basic education (ABE) and English as a Second Language (ESL) programs, as mandated by the Adult Education Act Amendments of 1988. It presents a summary of the Amendments and supporting federal regulations, examines the nature and uses of standardized tests, describes eight commonly used standardized tests, discusses special topics in the use of standardized tests, and lists resource materials. (44 pages, no charge)

ADDRESS:
U.S. Department of Education
Division of Adult Education and Literacy
600 Independence Avenue, SW
Switzer Building
Washington, DC 20202
(202) 205-8270

TRANSDISCIPLINARY VOCATIONAL ASSESSMENT: ISSUES IN SCHOOL-BASED PROGRAMS

Levinson, E. M. (1993).
Brandon, VT: Clinical Psychology Publishing Co., Inc.

Recent legislation requires that students who are placed in vocational education programs be provided with an assessment of their vocational interests and aptitudes no later than the 9th grade. This book discusses the common issues associated with the development and implementation of vocational assessment services in the schools as well as the roles of professionals, parents, and students. It advocates a transdisciplinary model of vocational assessment that emphasizes cooperation among a variety of school and community-based professionals, including teachers; counselors; psychologists; vocational evaluators/specialists and administrators; and professionals in mental health, vocational rehabilitation, and social service agencies. It also addresses the use of intelligence tests, academic achievement tests, work samples, vocational interest inventories, and vocational aptitude tests. Sample forms and a bibliography of reference materials for professionals are included. (462 pages, $42.50)

ADDRESS:
CPPC
4 Conant Square
Brandon, VT 05733
(800) 433-8234
Fax: (802) 247-6853

THE VERMONT PORTFOLIO ASSESSMENT PROGRAM: INTERIM REPORT ON IMPLEMENTATION AND IMPACT, 1991-92 SCHOOL YEAR (CSE TECHNICAL REPORT 350)

Koretz, D., Stecher, B., & Deibert, E. (1992, August).
Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing.

Since 1988, Vermont has been developing a cutting-edge state assessment program, the centerpiece of which are student portfolios and "best pieces" drawn from them. The assessment program currently includes mathematics and writing in grades 4 to 8 and will eventually encompass a broader range of subjects. RAND Corporation, as part of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) has been carrying out a multifaceted evaluation of the assessment program and its effects The evaluation addresses a variety of questions pertaining to the implementation and operation of the program at the school and classroom level, the quality of measurement provided by the system, and its effects on instruction and other aspects of schooling.

This interim report contains preliminary results of four data collection efforts: (1) questionnaires administered to participating teachers and mathematics portfolio raters during the 1990-1991 pilot year, and teacher questionnaires and interviews with principals administered during the first statewide implementation in 1991-1992. Many Vermont educators found the program burdensome and many pointed to aspects of the program that in their opinion needed improvement. Yet, despite these difficulties, support for the assessment program was widespread.

A related report, the Reliability of Scores from the 1992 Vermont Portfolio Assessment Program (22 pages, $3.50), presents information on a second component of the evaluation, examining the quality of the portfolio as an assessment tool. (87 pages, $6.00)

ADDRESS:
National Center for Research on Evaluation, Standards, and Student Testing
Graduate School of Education
University of California
405 Hilgard Avenue
Los Angeles, CA 90024-1522
(310) 206-1532

VOCATIONAL ASSESSMENT: A GUIDE FOR PARENTS AND PROFESSIONALS (NICHCY TRANSITION SUMMARY NO. 6)
Rothenbacher, C., & Leconte, P. (1990, December).

The importance of vocational assessment in the educational process is described in this issue of the NICHCY Transition Summary. Vocational assessment is defined, its purposes are explained, and the ways in which vocational assessment can benefit teenagers with special needs are discussed. Types of assessments are discussed, as well as the roles that key professionals play in the assessment process. Suggestions for parents are included, as well as examples of individual cases that illustrate the issues being discussed. One of the purposes of this Transition Summary is to emphasize the need to increase the availability of vocational assessment services to all youth with disabilities as they plan for the future. A bibliography of print resources is included along with a listing of organizations which may provide additional information on vocational assessment. (16 pages, no charge)

ADDRESS:
National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013-1492
(202) 884-8200
(800) 695-0285
Fax: (202) 884-8441

52

PUBLICATIONS

Work-Based Learning Component

Apprenticeship

APPRENTICESHIP AND THE FUTURE OF THE WORK FORCE (ERIC DIGEST NO. 124)
Wonacott, M. E. (1992).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

This digest offers a definition of apprenticeship and explains how its characteristics can be imparted to other educational programs. The brief discussions cover the following topics: what apprenticeship is not, benefits of apprenticeship, broadening the scope, and applying apprenticeship components to vocational-technical programs. (2 pages, no charge)

ADDRESS:
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

APPRENTICESHIP FOR ADULTHOOD: PREPARING YOUTH FOR THE FUTURE
Hamilton, S. F. (1990).
New York: The Free Press.

Drawing upon successful systems in West Germany and the U.S., the author explains how apprenticeships for youth aged 16 through 21 can capitalize upon workplaces as learning environments; create opportunities for mentor relationships to provide important adult roles; and develop the flexibility, dependability, and vocational skills of the future as identified by employers. The author describes an effective apprenticeship as one which contains the following essential features: (1) exploits workplaces and other community settings as learning environments; (2) links work experiences to academic learning; (3) allows youth to become both learners and workers with responsibilities; and (4) fosters close relationships between youth and adult mentors. Apprenticeship is viewed not solely as a preparation for work, but as a dynamic, supportive transition to adulthood. It provides opportunities for education and training to college-bound youth as well as noncollege-bound youth, offering more support services to disadvantaged youth to ensure their success.

The book includes an overview of the future of youth and work; discusses the issues surrounding transition from school to work; describes the history, current state, and future of academic and vocational education; gives recommendations for restructuring; and contains a model American apprenticeship program. Principles involving personalized instruction, performance standards, and the integration of community service with vocational education are discussed. (223 pages, $22.95)

ADDRESS:
Simon and Schuster
200 Old Tappan Road
Old Tappan, NJ 07675
(800) 223-2348
(800) 223-2336 for orders

APPRENTICESHIP TRAINING: ADMINISTRATION, USE, AND EQUAL OPPORTUNITY
U.S. General Accounting Office. (1992, March).
Washington, DC: Author.

The Government Accounting Office (GAO) conducted a study designed to assess the operation of the Bureau of Apprenticeship and Training. The purpose of the study was to determine (1) the use of apprenticeship to train workers, (2) state and federal resources dedicated to administering apprenticeship, and (3) the representation of minorities and women in apprenticeship. Findings of the GAO study presented in this report show that (1) there are relatively few apprentices and the number is declining, (2) public resources for apprenticeship have declined, (3) minorities and women tend to be concentrated in lower paying occupations, and (4) there are relatively few women apprentices. GAO recommended that the Secretary of Labor work with the Bureau of Apprenticeship and Training and the Women's Bureau to identify actions to improve the outreach and recruiting of women into apprenticeships. (44 pages, no charge)

ADDRESS:
U.S. General Accounting Office
Box 6015
Gaithersburg, MD 20884-6015
(202) 512-6000

MAKING APPRENTICESHIPS WORK
Finegold, D. (1993, March).
Santa Monica, CA: RAND.

In this paper, the author critiques existing apprenticeship ideas using three criteria: (1) attracting all individuals, (2) creating incentives for employers, and (3) accommodating the needs and constraints of the U.S. policymaking system. The author also proposes an alternative youth-training system that could work in the United States. (6 pages, no charge)

ADDRESS:
RAND
Distribution Services
1700 Main Street
P.O. Box 2138
Santa Monica, CA 90407-2138
(310) 393-0411, ext. 6686

PUBLICATIONS

Work-Based Learning Component

Job Training

EDUCATION AND TRAINING FOR WORK IN THE FIFTY STATES: A COMPENDIUM OF STATE POLICIES
McDonnell, L. M., & Zellman, G. L. (1993).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

State policies and practices with regard to five education and training programs are described in this monograph. The programs are secondary vocational education, postsecondary vocational education, the Job Training Partnership Act, welfare-to-work programs, and state-funded job training. The data comes from a survey of work-related education and training policies in the fifty states, and are available to researchers and members of the policy community through the National Center for Research in Vocational Education. Policymakers and program administrators can use this database to learn about the different approaches that states take in managing and funding programs designed to prepare individuals for employment. (MDS-184@747, 251 pages, $15.00)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

A SPECIAL ISSUE ON THE AMERICAN WORKFORCE: 1992-2005. OCCUPATIONAL OUTLOOK QUARTERLY, 37(3)
Baxter, N., Managing Editor. (1993, Fall).
Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics.

This special issue contains projections of the labor force, industry employment, and occupational employment. Discussions about the labor force include details about the historical and projected growth of the labor force by age group, sex, race, and Hispanic origin. It also offers a look at labor force entrants between 1992 and 2005. The author discusses employment in industries and in occupations supported by data which includes projected employment, educational attainment, and median earnings. The publication also offers information about the fastest growing occupations, and those that add the most jobs and provide the most openings. (44 pages; $2.75/single copies, $8.00/one year subscription)

ADDRESS:
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
(202) 512-1800
Fax: (202) 512-2250

TRAINING IN AMERICA: THE ORGANIZATION AND STRATEGIC ROLE OF TRAINING
Carnevale, A. P., Gainer, L. J., & Villet, J. (1990, April).
San Francisco: Jossey-Bass.

This first volume in the American Society for Training and Development (ASTD) Best Practices Series presents the overall findings of a three-year ASTD/U.S. Department of Labor nationwide study on how training for today's workplace is structured, managed, financed, and linked to organizational strategy. The book catalogues who gets training and how much, and shows what employer-based training systems look like. It also spells out how to select and contract with outside training providers or consultants and how to build lasting partnerships with these groups.

The authors demonstrate the importance of linking training to organizational strategy, and detail specific techniques for building training programs that are responsive to an organization's most critical needs. They explain how to gain access to decisionmakers and specifically what questions to ask and what approach to take in gaining a commitment for training. They describe the role of training in different business settings, providing examples from organizations that are experiencing internal and external growth or reductions. And they present policy recommendations for educators, employers, and government officials that will ensure the commitment of resources and support that effective training requires. (260 pages, $26.95)

ADDRESS:
Jossey-Bass, Inc., Publishers
350 Sansome Street
San Francisco, CA 94104-1310
(415) 433-1740

TRAINING THE TECHNICAL WORK FORCE
Carnevale, A. P., Gainer, L. J., & Schulz, E. R. (1990, April).
San Francisco: Jossey-Bass.

This fourth volume in the ASTD Best Practices Series represents the findings of a three-year ASTD/U.S. Department of Labor study addressing the training needs of America's enormous technical workforce. This population includes such technical professionals as scientists, doctors, and engineers; technicians such as hygienists and draftsmen; and skilled trade or blue-collar workers. In this book, the authors describe the nature and role of technical training within today's competitive and technologically shifting workplace and set forth specific guidelines for conducting effective technical training programs inside employer institutions.

The authors survey how successful technical training programs are structured, organized, and implemented within the workplace and provide case studies from ten Fortune 500 companies, illustrating the best approach for training in each organization. Each case study focuses on the organization's strategic goals and training structure, and explains how training supports the strategic goals. This format helps employers and educators build technical training programs that are best suited to their organizational needs and responsive to the demands of their workforce. (210 pages; $23.00/members, $25.00/ nonmembers, plus $1.75 shipping and handling)

ADDRESS:
Jossey-Bass, Inc., Publishers
350 Sansome Street
San Francisco, CA 94104-1310
(415) 433-1740

WORKING SKILLS FOR A NEW AGE
Bailey, L. (1990).
Albany, NY: Delmar Publishers, Inc.

Written with an awareness of the changes that are taking place in both the workplace and the nation's schools, this book was developed for use as a high school-level text in work experience programs (including cooperative vocational education, work-study programs, pre-employment training, and career or consumer education). Major sections address preparing for work, working on the job, career planning, success skills, managing money, and independent living. At least two What Would You Do? features are included in each chapter to stimulate thinking and discussion; many pose ethical questions that can be used to help students ponder and clarify their values. Also available are a student activity workbook, a teacher's annotated edition and resource package, a set of transparencies, videos, and separate teacher's guide and microtest software. (444 pages, $19.95)

ADDRESS:
Delmar Publishers, Inc.
3 Columbia Circle
P.O. Box 15015
Albany, NY 12212-5015
(800) 423-0563

PUBLICATIONS

Connecting Activities Component

School-Business Collaboration

ANNOTATED RESOURCE LIST: SCHOOL-BUSINESS PARTNERSHIPS
Office of Special Populations. (1992, October).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This list is designed to support efforts to forge new partnerships between vocational education and business. It contains selections of relevant publications, programs, and organizations. (MDS-477@747, 18 pages, $2.25)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

BUSINESS AND EDUCATION PARTNERSHIPS
Gugerty, J., & Gavin, M. (1991).
Madison: University of Wisconsin–Madison, Center on Education and Work.

The authors define a business and education partnership as a collaborative effort to achieve mutually agreed upon goals and objectives. Designed for teachers, staff development personnel, administrators, and college and university professors, this module introduces the principles of effective partnerships and provides a step-by-step process for implementing such a collaboration. The following exhibits of successful partnerships are highlighted: Michigan Partnerships for Education Handbook, Puget Sound Educational Service District 121, Pierce County Vocational/Special Education Cooperative, Culinary Arts Training program, and Project COFFEE: An Alternative Education Program Specializing in Dropout Prevention and Reconnection. (Order No. EDEM200, $15.00)

ADDRESS:
Center on Education and Work
University of Wisconsin–Madison
964 Educational Services Building
1025 W. Johnson Street
Madison, WI 53706-1796
(608) 263-3696
(800) 446-0399
Fax: (608) 262-9197

BUSINESS AND THE SCHOOLS: A GUIDE TO EFFECTIVE PROGRAMS (2ND ED.)
Rigden, D. W. (1992, February).
New York: Council for Aid to Education.

More than 120 business/school collaboration initiatives are described in this publication. The program descriptions are organized under the following headings that identify major areas of school reform: changing the nature of schooling (school restructuring, business/school partnerships, and new management strategies); changing curricula and pedagogical strategies (science, mathematics, technology, reading, writing, student literacy, and teacher education and training); and changing the relationship between school and community (with respect to family issues and health care, preschool and early learning, the school-to-work transition, and college preparation).

An overview of the business/school relationship and strategies for choosing, developing, managing, and assessing an education support program is provided. Each area of school reform is introduced with an essay on central theoretical and practical issues. A summary of common characteristics of the programs, a discussion of directions in which these programs might continue to evolve, and suggestions about how to assess the effectiveness of such programs are included. An annotated bibliography, a list of resources, and indexes complete the volume. (154 pages, $20.00 prepaid)

ADDRESS:
Council for Aid to Education
Publications Department
342 Madison Avenue, Suite 1532
New York, NY 10173
(212) 661-5800

BUSINESS/SCHOOL PARTNERSHIPS: A PATH TO EFFECTIVE SCHOOL RESTRUCTURING
Rigden, D. (1991).
New York: Council for Aid to Education.

This report is part of a new series on school reform issues and corporate support of precollege education. It attempts to help companies already engaged in partnerships to better link their support to the restructuring efforts of schools and school districts. The report reviews the nature and various types of partnerships, examines partnerships within the context of restructuring outcomes, and identifies some essential components for moving into a reform-model partnership. It cites three examples of corporate reform-model partnerships and poses relevant questions. Finally, it presents suggestions to help companies develop partnerships that promote restructuring. (52 pages, $15.00 prepaid)

ADDRESS:
Council for Aid to Education
Publications Department
342 Madison Avenue, Suite 1532
New York, NY 10173
(212) 661-5800

DEVELOPING BUSINESS-EDUCATION PARTNERSHIPS FOR THE 21ST CENTURY: A PRACTICAL GUIDE FOR SCHOOL IMPROVEMENT

Kochhar, C., & Erickson, M. (1993, September).
Gaithersburg, MD: Aspen Publishers, Inc.

Designed for principals, superintendents, school improvement teams, and business-education partnership committees, this material is a basic how-to guide for improving existing or initiating new partnerships with businesses. It provides help in planning, implementing, and evaluating a partnership program. The first pan of the book describes the partnership movement and provides a sense of how actual programs operate. The second part provides step-by-step instructions on how to initiate the process. Sample forms, checklists, worksheets, and guidelines are also included. The third part presents information about exemplary partnership programs, including contact persons and information on state-level initiatives and national legislation. Throughout the book, case studies are presented to give the reader a good idea of how partnership programs work. (250 pages, $129.00)

ADDRESS:
Aspen Publishers, Inc.
Marketing Department
200 Orchard Ridge Drive, Suite 200
Gaithersburg, MD 20878
(800) 638-8438

HOME-GROWN LESSONS: INNOVATIVE PROGRAMS LINKING WORK AND HIGH SCHOOL

Pauly, E., Kopp, H., & Haimson, J. (1994, January).
New York: Manpower Demonstration Research Corporation

This Executive Summary describes the efforts of 16 pioneering U.S. school districts and employers that have built programs to help students make the transition from school to work. It presents their "home-grown lessons"—the discoveries made by educators and employers and the challenges they confronted. The report also presents the project's findings and recommendations on three issues: (1) content of programs, (2) determination of which students should be served, and (3) the resource requirements of programs, as well as two types of implementation challenges.

The report underscores the diversity of the school-to-work movement and it shows how these programs are able to build the local support needed to get started. The findings provide strong evidence that a broad range of students, including a substantial number of disadvantaged and low-achieving students, are able to participate in school-to-work programs. It describes the marketing and student selection methods that can attract a diverse enrollment. Overall, the 16 case study programs demonstrate that it is feasible to create and operate innovative programs that combine learning in high school and in the workplace. (30 pages, no charge)

ADDRESS:
Manpower Demonstration Research Corporation
Three Park Avenue
New York, NY 10016-5936
(212) 532-3200

INVESTING IN OUR FUTURE: THE IMPERATIVES OF EDUCATION REFORM AND THE ROLE OF BUSINESS

Amster, J., Boyer, E. L., & Brown, J. S. (1990, March).
Queenstown, MD: The Aspen Institute.

This report is the outcome of a series of meetings convened by The Aspen Institute in which educators, business representatives, and civic leaders discussed the condition of, and promise for, reform in U.S. education. After an overview on the history of educational reform, discussions and recommendations are included on the following aspects of education reform: administration and governance, personnel, curriculum, technology, social context, and partnerships. One process mentioned to help clarify the curriculum is the promotion of collaboration between education leaders, legislators, and business groups to face the issues in vocational education. The question asked was how vocational education is serving its current students and what transformations of curriculum should be fostered to train workers adequately for the year 2010. A logical educational sequence of school completion and community college is needed for the forgotten half, those students who do not go on to college.

The report describes contributions businesses can make to educational improvement. These contributions include helping school districts establish and finance merit school programs, using their expertise in furthering the development of school-based management programs, offering assistance in the use of technology for a variety of educational functions, and fostering alliances between the private and public sectors to improve schools over the long run. (35 pages, $4.00)

ADDRESS:
The Aspen Institute
Publications Office
Wye Center
P.O. Box 150
Queenstown, MD 21658
(410) 827-7168
Fax: (410) 827-9174

SCHOOL-COMMUNITY-BUSINESS PARTNERSHIPS: BUILDING FOUNDATIONS FOR DROPOUT PREVENTION

Bucy, H. H. (1990, April).
Clemson, SC: National Dropout Prevention Center.

This publication offers businesses practical and easily implemented ways to assist local schools in dropout prevention. It gives an overview of the problems of at-risk youth, strategies designed to address those problems, and techniques with detailed instructions for structuring and maintaining a community partnership program composed of business and industry, civic organizations, educators, parents, and students. It also includes a list of references and additional resources. (43 pages, $8.00)

ADDRESS:
National Dropout Prevention Center
205 Martin Street
Box 345111
Clemson, SC 29634-5111
(803) 656-2599
(800) 868-3475 in SC
(800) 443-6392 out-of-state

THE SCHOOL-TO-WORK CONNECTION
U.S. Department of Labor, Employment and Training Administration (Ed.). (1990, May).
Washington, DC: Author.

The proceedings of "The Quality Connection: Linking Education and Work," a national conference sponsored jointly by the Secretary of Labor and the Secretary of Education in Washington, DC, on May 15-17, 1990, are summarized in this report. The following topics are addressed: the need to link business and education, the need for applied academic programs, the need for Tech Prep associate degree programs, the U.S. system of school-to-work transition, the human capital crisis, the need to improve educational assessments, and the need to integrate academic and vocational education. A variety of model programs which are successfully assisting youth in making the school-to-work connection are profiled. (15 pages, no charge)

ADDRESS:
U.S. Department of Labor
Employment and Training Administration
200 Constitution Avenue, NW
Washington, DC 20210
(202) 535-0659

STREAMLINING INTERAGENCY COLLABORATION FOR YOUTH AT RISK: ISSUES FOR EDUCATORS
Guthrie, G. P., & Guthrie, L. F. (1990).
San Francisco: Far West Laboratory.

This paper offers general guidelines for streamlining interagency collaboration efforts. Schools today are becoming superagencies, with broad-ranging social service responsibilities being placed on already overburdened educators. What is urgently needed is collaboration among all agencies, including schools, to develop a coordinated, case-managed, child-centered system that efficiently services children and their families. This document offers advice on mapping the territory, surveying the field, and developing a careful plan. (14 pages, $6.00)

ADDRESS:
Far West Laboratory
Publications Department
730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000

TRAINING PARTNERSHIPS: LINKING EMPLOYERS AND PROVIDERS
Carnevale, A. P., Gainer, L. J., Villet, J., & Holland, S. L. (1990, April).
Alexandria, VA: American Society for Training and Development.

A portion of the research conducted under a two-year joint project of the American Society for Training and Development and the U.S. Department of Labor is summarized in this report. It represents an overview of the findings about partnerships in training from the organizational and strategic role of training, technical training, and basic workplace skills research. This report looks at how formal employer-provider relationships or "linkages" are developed and demonstrates the significant role of outside providers. All aspects of linkages are examined, from why a company decides to use a provider, to how companies go about finding them, to how they evaluate effectiveness. There is also a review of the general kinds of training companies need such as executive development and supervisory training or technical training, and the kinds of providers usually selected for each type. (47 pages, no charge)

ADDRESS:
American Society for Training and Development
Fulfillment Department
1640 King Street, Box 1443
Alexandria, VA 22313-2043
(703) 683-8100

PUBLICATIONS

Connecting Activities Component

Mentoring

BIG BROTHERS/BIG SISTERS: A STUDY OF PROGRAM PRACTICES
Furano, K., Roaf, P., Styles, M., & Branch, A. (1993, Winter).
Philadelphia: Public/Private Ventures.

To determine the usefulness of mentoring as an intervention for serving at-risk youth, Public/Private Ventures (P/PV) embarked on a four-year research initiative that sought to address several questions related to mentoring. As part of this research, P/PV conducted four evaluations of the Big Brothers/Big Sisters of America (BB/BS) program. The first study documents the implementation and effectiveness of the BB/BS program model. It addressed key questions in the various areas of program practice: recruitment, screening, training, matching, and supervision. This publication presents the results of the study. It describes the BB/BS program model, site selection, participating sites, and pre- and postmatch activities. It also recommends effective practices for the mentoring field. (66 pages)

ADDRESS:
Public/Private Ventures
2005 Market Street, Suite 900
Philadelphia, PA 19103
(215) 557-4400

CAREER LINKS: AN EMPLOYMENT-RELATED MENTORSHIP PROGRAM FOR ECONOMICALLY DISADVANTAGED TEEN GIRLS
Gates, S., Hannah, L., & Minor, D. (1990, June).
Springfield: Illinois State Board of Education.

Written by staff of the Women Employed Institute, the Career Links program guide is designed for social service agencies, educational institutions, and other organizations interested in conducting an employment-related mentorship program for economically disadvantaged young women and girls. Career Links, initially funded by the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, is a program which pairs Chicago girls, aged 14-18 who are at risk of dropping out of school, with successful working women. These women serve as role models and provide advice, support, and encouragement to help the girls move toward economic self-sufficiency. The guide includes a description of the Career Links program, the steps followed in developing and carrying out the program, and suggestions on how to conduct sessions between the mentors and mentees. Sample forms and letters are included in the appendix. (34 pages, available on loan)

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Springfield, IL 62794-9243
(217) 786-6375
(800) 252-4822

EFFECTIVE STRATEGIES FOR DROPOUT PREVENTION: A DOZEN STRATEGIES FOR DROPOUT PREVENTION

National Dropout Prevention Center. (1990, March).
Clemson, SC: Author.

Designed tc serve as an initial guide to local school district and state personnel searching for effective strategies for dropout prevention, this publication provides a list of such strategies described as follows: parental assistance and involvement, quality kindergarten programs, concentrated reading and writing programs, individualized instruction, utilization of instructional technologies, mentoring and tutoring, workforce readiness and career counseling, summer enhancement programs, flexible schedules and alternative programs, staff development programs, school-based management, and community and business collaboration.

In addition to a summary of the program content, a list of "expected benefits," specific examples of successful programs, and additional resources are included. (28 pages, $1.95)

ADDRESS:
National Dropout Prevention Center
205 Martin Street
Box 345111
Clemson, SC 29634-5111
(803) 656-2599
(800) 868-3475 in SC
(800) 443-6392 out-of-state

THE MENTOR HANDBOOK

Weinberger, S. G. (1990).
Norwalk CT: Educational Resources Network.

This handbook serves as a guide for individuals engaged in one-to-one relationships in mentoring programs. It includes a discussion of mentor roles, responsibilities, successful strategies that have worked, and techniques to use for effective programs. It was designed to assist mentors in their work as "role models" and "trusted friends."

The forms and ideas in the handbook are based on the Mentor Program in Norwalk, Connecticut; the author serves as Director of Public Affairs and Adopt-a-School for the Norwalk, Connecticut, Public Schools. This effort began first as a pilot between one company and one school in 1986. Today, every elementary and middle school in Norwalk is involved in mentoring relationships with adult volunteers from the community. Students are improving self-esteem, attendance, and the desire to stay in school.

The handbook is filled with very basic, practical information with numerous checklists, tips, and steps to follow in beginning, implementing, and evaluating a mentor program. Also included are the following sample forms: Sample Recruitment Letter, Mentor Profile, Mentor Agreement, and Mentor Evaluation Form. (31 pages, $6.50)

ADDRESS:
Educational Resources Network
25 Van Zant Street
Norwalk, CT 06855
(203) 853-6847

MENTORING PROGRAMS FOR AT-RISK YOUTH (DROPOUT PREVENTION RESEARCH REPORT)
Smink, J. (1990, February).
Clemson, SC: National Dropout Prevention Center.

An overview of the design and potential of mentoring programs for at-risk youth is presented in this report. It summarizes the roles of mentors in dropout prevention and outlines the benefits for the mentors as well as for the student participants. Brief descriptions of examples of school-based programs, private organizational and community groups, statewide initiatives, and business-sponsored programs are provided, with addresses supplied for further contact. The report lists 12 steps to serve as guidelines for setting up a mentorship program. Also included are sample forms used by Big Brothers/Big Sisters of America to gather information from volunteers, parents, and students, as well as a suggested format for evaluating a program. (32 pages; $5.00, plus shipping and handling)

ADDRESS:
National Dropout Prevention Center
205 Martin Street
Box 345111
Clemson, SC 29634-5111
(803) 656-2599
(800) 868-3475 in SC
(800) 443-6392 out-of-state

UNDERSTANDING HOW YOUTH AND ELDERS FORM RELATIONSHIPS: A STUDY OF FOUR LINKING LIFETIMES PROGRAMS
Styles, M. B., & Morrow, K. V. (1992, June).
Philadelphia: Public/Private Ventures.

This publication highlights the results of a Public/Private Venture (P/PV) research initiative on a variety of adult/youth relationships programs. The study was designed to examine the relationships formed between elders (ages 55 and older) and at-risk youth (ages 12 to 17) at four Linking Lifetimes intergenerational mentoring demonstration sites developed by Temple University's Center for Intergenerational Learning. It investigated the activities of these relationships, the relationship formation process, and what constitutes effective practices in these relationships. This report includes several recommendations for mentoring programs. The authors contend that given the universal need youth have for developing caring and consistent relationships with adults, and the scarcity of such relationships in the lives of at-risk youth, interventions like mentoring can fill a significant need. Appendices include the four Linking Lifetimes programs and the research methodology. (74 pages, $5.00 prepaid)

ADDRESS:
Public/Private Ventures
2005 Market Street, Suite 900
Philadelphia, PA 19103
(215) 557-4400

YOUTH MENTORING: PROGRAMS AND PRACTICES (URBAN DIVERSITY SERIES NO. 97)
Flaxman, E., Ascher, C., & Harrington, C. (1988).
New York: ERIC Clearinghouse on Urban Education.

Is mentoring a way to help disadvantaged youth stay in school, go on to higher education, and develop work-related skills? The recent proliferation of mentoring programs suggest that this may be so. But, as pointed out by the authors, the power of mentoring depends on its place among other interventions and its unique ability to solve the problem being addressed. This book provides a comprehensive review of mentoring knowledge. It considers all the components of a mentoring program—based on existing projects for youth, experience in organizations and businesses, educational and psychological theory, and recorded evaluations—and reports that planned mentoring should be considered a "modest intervention." Nevertheless, it can be a useful one, and this book provides the information that can help administrators, practitioners, the community, and parents develop a program best able to meet the needs of at-risk students. It also includes a reference list of nearly 100 additional materials on mentoring.

A companion volume, *Mentoring Programs and Practices: A Representational Bibliography* (1988), provides abstracts of 40 key articles, papers, and books on the subject. (61 pages; $8.00, $3.00/companion volume)

ADDRESS:
ERIC Clearinghouse on Urban Education
Box 40
Teachers College
Columbia University
New York, NY 10027
(212) 678-3433

PUBLICATIONS

Transition Issues for Special Populations

BEGIN THE BETWEEN: PLANNING FOR THE TRANSITION FROM HIGH SCHOOL TO ADULT LIFE
Matuszak, T., Langel, P., Goldberg, M., & Goldberg, P. (1992).
Minneapolis: PACER Center.

Begin the Between: Planning for the Transition from High School to Adult Life reviews basic issues essential to students with disabilities in order to complete a successful transition from high school to adult and community living. This booklet provides information on transition issues, planning strategies, and the adult service system. In a workbook format, the booklet guides students with disabilities and their families in developing a comprehensive transition plan based on their exploration of the student's skills, interests, and future goals. (41 pages, $5.00, free in MN to students with disabilities)

ADDRESS:
PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-2966

FROM SCHOOL TO WORK: A TRANSITIONAL HANDBOOK (5TH ED.)
Quad City/Tri-County Transition Planning Committee. (1992-1993).
East Moline, IL: Quad-City Regional Vocational System.

Prepared for high school-age special education students and their parents, this handbook is to be used as a tool to help with the school to community living transition. Emphasized are early vocational planning and the identification of school programs and community agencies that are the most suitable for the student. Vocational programs and support services are referenced in this handbook but are limited to certain counties of the state of Illinois. (86 pages, no charge)

ADDRESS:
Quad-City Regional Vocational System
U.T. Area Vocational Center
1275 - 42nd Avenue
East Moline, IL 61244-4100
(309) 752-1691

LIFE BEYOND THE CLASSROOM: TRANSITION STRATEGIES FOR YOUNG PEOPLE WITH DISABILITIES
Wehman, P. (1992, August).
Baltimore: Paul H. Brookes Publishing Co.

This book examines the concept of transition and what rehabilitation counselors, special educators, psychologists, and other professionals in the field must do to enhance transitions from school to adulthood for young people with disabilities. It examines critical educational, legal, and social issues surrounding transition; identifies models and approaches to transition planning; and provides strategies for their implementation. (459 pages, $44.00)

ADDRESS:
Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

PROCEEDINGS OF THE NATIONAL CONFERENCE: FUTURE FRONTIERS IN THE EMPLOYMENT OF MINORITY PERSONS WITH DISABILITIES

Walker, S., Belgrave, F. Z., Nicholls, R. W., & Turner, K. A. (Eds.). (1991).
Washington, DC: President's Committee on Employment of People with Disabilities and Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity.

The goal of this conference was to explore means of eliminating and reducing existing barriers to employment, educational opportunities, and rehabilitative services. Among the topics addressed were increased rehabilitative services, better educational opportunities, multicultural approaches, forming partnerships and linkages, leadership development, mentoring, and technology. (112 pages, no charge for single copy)

ADDRESS:
Sylvia Walker
Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunities
2900 Van Ness Street, NW
Holy Cross Hall, Suite 100
Washington, DC 20008
or
Claude Grant, Jr.
President's Committee on Employment of People with Disabilities
1331 F Street, NW
Washington, DC 20004

QUALITY OF LIFE FOR PERSONS WITH DISABILITIES: SKILL DEVELOPMENT AND TRANSITIONS ACROSS LIFE STAGES

Weisgerber, R. A. (1991, April).
Frederick, MD: Aspen Publishers, Inc.

The author of this book offers readers a comprehensive look at providing services to persons with disabilities. The book emphasizes continuity and shared purpose among service providers, with special attention to points of transition across four life stages, as well as teaching employability and daily living skills. A summary of contents includes disability and the concept of quality of life, supporting the developing child, educating the individual with disabilities, entering and advancing in the working world, and retirement and disability. (224 pages, $38.00)

ADDRESS:
Aspen Publishers, Inc.
Marketing Department
200 Orchard Ridge Drive, Suite 200
Gaithersburg, MD 20878
(800) 638-8437

SCHOOL TO COMMUNITY TRANSITION FOR YOUTH WITH DISABILITIES

Browning, P., Dunn, C., & Brown, C. (1992).
Auburn University, AL: The Program for Training and Development, Auburn University.

This manuscript is a version of a chapter in *Recent Advances in Special Education and Rehabilitation.* The authors address what they believe to be essential considerations that must be attended to by our nation's secondary special education schools and other transition-related services and programs. Movements during the past three decades directed toward school to adult life transition are introduced. Also discussed are service delivery in school-related considerations and other-than-school program strategies. The authors also provide a look into the future of transition programs and practices. (41 pages, $2.00)

ADDRESS:
Community Rehabilitation Training Project
1228 Haley Center
Auburn University, AL 36849-5217
(334) 844-3557

SELECTED RESOURCES TO FACILITATE THE TRANSITION OF LEARNERS WITH SPECIAL NEEDS FROM SCHOOL TO WORK OR POSTSECONDARY EDUCATION, VOLUME 2

Kallembach, S. C., Burac, Z., Coyle-Williams, M., Benesh, J., Bullock, C., & Iliff, L. (Comps.). (1992, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Office of Special Populations.

This publication supplements and updates the transition resource guide developed by the Office of Special Populations (formerly the Technical Assistance for Special Populations Program) in 1989. It contains listings of resources useful to anyone involved in implementing the new legislative mandates on transition contained in the 1990 Perkins Act and the Individuals with Disabilities Education Act. It is intended to assist the user in accessing information on a variety of transition-related topics (e.g., assessment and evaluation, career guidance and counseling, curriculum and instruction). Sources of information in the guide include publications, model programs, newsletters, agencies, associations, clearinghouses, computer-based information networks, databases, and state personnel. Each is annotated and includes information on ordering or contacting resources. (MDS-300@747, 231 pages, $12.50)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

SERVING VOCATIONAL ESL STUDENTS

Capital Consulting Corporation. (1993).
Washington, DC: American Association of Community Colleges.

More than 100 community colleges were contacted for this study to determine the existence of instructional and support services appropriate for vocational students with limited English proficiency (LEP). College staff were queried regarding English as a Second Language (ESL), prevocational and vocational ESL bilingual support, outreach, counseling, and job placement. The resulting handbook is intended for community college administrators, program directors, and faculty who are involved with LEP vocational students. Included are descriptions of "a continuum of English language, applied academic, and vocational services combined with student support that can provide LEP students with the competence to enter and progress in a selected career field." The handbook's nine chapters cover the following topics: multicultural considerations; planning and implementing programs and services; instructional options, components, and strategies; instructional support; support services; assessment and evaluation; collaboration within the college and external agencies; and funding policy considerations. (108 pages; $14.50/member, $18.50/nonmember)

ADDRESS:
UMI
P.O. Box 1346
Ann Arbor, MI 48106-1346
(800) 521-0600

TRANSITION FOR DISADVANTAGED STUDENTS
McCarty, T., & Hess-Grabill, D. (1990, June).
Macomb, IL: Curriculum Publications Clearinghouse.

Directed toward improving the transition process for students who are academically or economically disadvantaged or who are limited English proficient, this manual addresses the following questions: What does transition for disadvantaged students mean? How is the transition process initiated? What are the components and focus activities of transition? What guidelines can be used to assess transition program and activity effectiveness? and What can existing transition programs show about effective transition? Several secondary and postsecondary model programs from the state of Illinois are highlighted. (133 pages, $15.00)

ADDRESS:
Curriculum Publications
Clearinghouse
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(309) 298-1917
(800) 322-3905

TRANSITION PARTNERSHIP: PUTTING IT TOGETHER
United Cerebral Palsy of Prince George's and Montgomery Counties (n.d.).
Bowie, MD: PLANS Project, United Cerebral Palsy Association of Prince George's and Montgomery Counties.

Intended for parents and professionals interested in helping young adults make the school to adult life transition, this guide provides a comprehensive overview of transition and transition services. The manual provides available options for employment; residential, community living; and financial planning. It contains a section pertaining to guardianship, and the purpose and role of the guardian in helping during the transition period. Included with the text are three appendices: (1) information for planning, (2) questions to ask of programs, and (3) guides to local services. (89 pages, $4.50)

ADDRESS:
PLANS Project
United Cerebral Palsy Association
of Prince George and
Montgomery Counties
3901 Woodhaven Lane
Bowie, MD 20715
(301) 262-4993

TRANSITION RESOURCE GUIDE
Samberg, L. (Ed.). (1992).
Washington, DC: HEATH Resource Center.

This guide contains information on noncollegiate post-high school options for youth with disabilities. Designed for youth with disabilities, their parents and advocates, and professionals, this guide includes a discussion of transition options including competitive employment, supported employment, independent living, career education, adult education, and Tech Prep. Specific transition programs operating across the country are highlighted, as well as contact information. The guide also includes a checklist that delineates steps to take in planning for the future, starting in junior high school. (26 pages, no charge for single copy)

ADDRESS:
HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9320
(800) 544-3284

WHAT HAPPENS NEXT? TRENDS IN POSTSCHOOL OUTCOMES OF YOUTH WITH DISABILITIES: THE SECOND COMPREHENSIVE REPORT FROM THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Wagner, M., D'Amico, R., Marder, C., Newman, L., & Blackorby, J. (Eds.). (1992, December).
Menlo Park, CA: SRI International.

The National Longitudinal Transition Study of Special Education Students (NLTS) is a six-year study conducted by SRI International under contract to the Office of Special Education Programs of the U.S. Department of Education. NLTS provides information about youth with disabilities nationally as they move through secondary and beyond. This report describes findings for youth with disabilities who were already out of secondary school in 1987 and compares their postschool experiences when they had been out of school less than two years with their accomplishments three years later. The study addressed four questions and presented findings for each of these questions: (1) What were the trends in postschool outcomes for youth as the years after high school increased?; (2) How did trends in outcomes for youth with disabilities compare with those for youth in the general population?; (3) Which youth were experiencing relatively better or worse outcomes?; and (4) What fluctuations in outcomes did youth experience over time? Quantitative results of the project are presented in tables and figures. Background information on the NLTS sample, other products available from the NLTS, variable specifications, and supplementary statistical tables are included in the appendices section. (Order No. 166, 328 pages, $32.00)

ADDRESS:
National Longitudinal Transition Study of Special Education Students
Room BS 178
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
(415) 326-6200

Gender Equity Issues

DIRECTORY OF NONTRADITIONAL TRAINING AND EMPLOYMENT PROGRAMS SERVING WOMEN
U.S. Department of Labor, Women's Bureau. (1991).
Washington, DC: U.S. Department of Labor.

This directory lists programs that assist women in obtaining training and employment in skilled nontraditional jobs, including apprenticeship. Listings are restricted to programs and services focused on blue-collar jobs in trades and technology. The directory is designed to be a resource in referring women to appropriate training programs and to be a useful tool for educators and trainers, employers, unions, tradeswomen, and all others who are interested in training and employment programs that serve women effectively. Descriptions of 125 programs that offer training, information, technical assistance, and/or outreach are included. (157 pages, no charge)

ADDRESS:
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
(202) 512-1800
Fax: (202) 512-2250

ENSURING QUALITY SCHOOL-TO-WORK OPPORTUNITIES FOR YOUNG WOMEN
Milgram, D., & Watkins, K. (1994, March).
Washington, DC: Wider Opportunities for Women and American Youth Policy Forum.

In 1993, Wider Opportunities for Women (WOW) conducted a study investigating how some of the U.S. Department of Labor's School-to-Work Transition demonstration sites were serving young women. Findings showed that new and supposedly "state of the art" training continues to perpetuate sex bias and sex stereotyping that can result in continued wage disparities between men and women. However, WOW noted that young women can succeed in nontraditional school-to-work programs. The report features the success of the Manufacturing Technology Partnership in Flint, Michigan, a model nontraditional School-to-Work Transition demonstration site, in recruiting and retaining young women in automotive technology. WOW strongly recommends that legislative initiatives focusing on the training of women for nontraditional jobs be passed and actively implemented as part of the School-to-Work Opportunities Act's programs. (14 pages, no charge)

ADDRESS:
Wider Opportunities for Women
815 15th Street, NW, Suite 916
Washington, DC 20005
(202) 638-3143

RETURNING TO THE JOB MARKET: A WOMAN'S GUIDE TO EMPLOYMENT PLANNING
American Association of Retired Persons. (1992).
Washington, DC: Work Force Programs Department, American Association of Retired Persons.

Women, particularly those entering the workforce for the first time, will benefit from this booklet when assessing their current skills and identifying potential employment barriers. The booklet provides information on how to prepare written materials that effectively support a job search and also offers hints for successful interviewing. It also provides ways to develop strategies for finding paid work. (70 pages, no charge)

ADDRESS:
AARP Fulfillment (EE0448)
601 E Street, NW
Washington, DC 20049
(202) 434-2277

WORKING WOMEN: A CHARTBOOK
U.S. Department of Labor, Bureau of Labor Statistics. (1991, August).
Washington, DC: Author.

This chartbook presents an array of data on women in the labor force, highlighting their labor market status today and how it has changed over the past three decades. It is divided into four sections. The first summarizes the current labor market situation of women and the major trends in their labor force activity over the past 30 years. The second section examines the employment characteristics of women, including their occupational patterns and earnings. The third section focuses on unemployment, and the fourth provides a glimpse of the family dimension of labor force participation. (53 pages, $4.00)

ADDRESS:
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
(202) 512-1800
Fax: (202) 512-2250

CAPITAL CONNECTION POLICY NEWSLETTER

Written for an interdisciplinary audience, this newsletter highlights emerging policy initiatives and new legislation affecting career development and transition for special populations. A special emphasis is placed on analysis of policy changes and how they can potentially affect services to special needs groups. ($15.00/DCD member, $20.00/nonmember)

CONTACT:
Carol A. Kochhar, Editor
The George Washington University
Department of Teacher Preparation and Special Education
2134 G Street
Washington, DC 20052
(202) 994-1536
Fax: (202) 994-3365

CAREER DEVELOPMENT FOR EXCEPTIONAL INDIVIDUALS

As the official publication of the Council for Exceptional Children's Division on Career Development, this semiannual periodical is devoted to original contributions to the knowledge of career development for individuals with exceptional characteristics and needs. ($20.00/individual, $10.00/single copy)

CONTACT:
Council for Exceptional Children
Division on Career Development
1920 Association Drive
Department K 2
Reston, VA 22091-1589
(703) 620-3660

THE CAREER DEVELOPMENT QUARTERLY

This practitioner-oriented journal, formerly known as *The Vocational Guidance Quarterly*, is read by more than 6,000 professionals in career counseling and career education in a wide range of settings. This quarterly journal contains articles on timely topics, periodic reviews of assessment instruments, and resources. ($35.00/year)

CONTACT:
PP&F Subscription Office
P.O. Box 2513
Birmingham, AL 35201-2513
(800) 633-4931

CAREER OPPORTUNITIES NEWS

Each issue of this newsletter contains information on subjects such as employment trends, free and inexpensive career materials, new reports and books, liberal arts education and careers, minority and women's interests, conferences and other activities, financial aid, and women and careers. Published six times a year, the newsletter would be appropriate for career center and community agency personnel, guidance counselors, placement directors, and others interested in career opportunities. ($30.00, $25.00 prepaid)

CONTACT:
Robert Calvert, Jr., Editor
Garrett Park Press
Garrett Park, MD 20896
(301) 946-2553

CAREER PLANNING AND ADULT DEVELOPMENT NETWORK NEWSLETTER

Written for career counselors, human resource specialists, educators, and researchers, this newsletter provides information on current issues, events, and resources of professional interest about career planning and human resource development. (Included in membership)

CONTACT:
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Career Planning and Adult Development Network
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CHANGE AGENT

Articles in this quarterly periodical highlight current best practices, applied research, and resources on topics such as integrating academic and vocational education, Tech Prep, serving learners with special needs, accountability, performance standards, and administration and teacher preparation. This newsletter would be of interest to practitioners, administrators, researchers, and policymakers concerned with issues in vocational education. ($25.00/year)

CONTACT:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
1 University Circle
Macomb, IL 61455
(800) 637-7652

COUNSELING TODAY

Counseling Today is the official newspaper of the American Counseling Association (ACA). Published monthly, with additional issues in November and May, *Counseling Today* accepts unsolicited articles and guest editorials. ACA is an educational and scientific organization dedicated to the growth and enhancement of the counseling and human development profession. It provides leadership training, continuing education opportunities, and advocacy services to its members. It also represents members' interests in other professional associations, before Congress, and with federal agencies. ($30 annually/14 issues; $2 single copies)

CONTACT:
Mary Morrisey, Managing Editor
American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
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EDUCATION DAILY

Regular features in this newsletter include education policy, funding, legislative updates, and the latest resources. Published every business day, this newsletter covers education issues including school administration, court cases and rulings, student aid proposals, vocational and adult education, Chapters 1 and 2 funding, education research appropriations, special education initiatives, workplace literacy programs, education reform education leadership, and state initiatives on teacher retention. ($581.00/year)

CONTACT:
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(703) 739-6444 in VA, call collect

EDUCATION WEEK

Education Week is a newspaper devoted to educational issues. It is published 40 times per year. The intended audience is elementary and secondary level teachers. The majority of the publication focuses on news, including updates from Washington, DC, and various states. In addition, the publication includes opinion essays, letters, a calendar of events, and advertisements of administrative employment. ($59.94 for 40 issues)

CONTACT:
Ronald A. Wolk, Editor
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Fax: (202) 464-1039
Ordering Information:
Education Week
P.O. Box 2083
Marion, OH 43305

MENTOR BULLETIN

Published four times a year, this newsletter contains articles describing state, business, and education activities; resources; and literature on mentorship. Included is an update on the U.S. Department of Labor activities related to the mentoring challenge. (no charge)

CONTACT:
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QED Communications Inc.
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(412) 622-1491

NAIEC NEWSLETTER

Published six times a year, this publication provides updates on the National Association for Industry-Education Cooperation's (NAIEC) activities, legislation, educational policy, industry-education councils, conferences, and resources. Each issue contains information on the newest developments in industry-education collaboration in school improvement for public, private, and postsecondary levels; career education; and work/education-related programs. ($25.00/nonmember)

CONTACT:
Vito R. Pace, Editor
National Association for Industry-Education Cooperation (NAIEC)
235 Hendricks Boulevard
Buffalo, NY 14226-3304
(716) 834-7047

NEWSNOTES

Published periodically, this newsletter contains articles about education advocacy, including an update on legislative and federal agency activities, noteworthy advocacy efforts, and resources. Each issue emphasizes education topics on low-income students and parents and covers key areas of concern including bilingual/bicultural education, disciplinary action, educational reform, racial discrimination, special education, and vocational education. (no charge)

CONTACT:
Center for Law and Education
Vocational Education Project
197 Friend Street, 9th Floor
Boston, MA 02114
(617) 371-1166

THE REAL STORY

Published three times a year, this newsletter presents information and the latest activities from rural school-incubated enterprise program participants. The publisher, REAL (Rural Entrepreneurship through Action Learning) Enterprises, is a federation of organizations creating, opening, and supporting rural school-incubated enterprise programs. (no charge)

CONTACT:
Real Enterprises, Inc.
1160 S. Milledge Ave., Suite 130
Athens, GA 30606
(706) 546-9061
Fax: (706) 353-2014

TECH PREP ADVOCATE

Published every four months, this newsletter describes legislation, programs, resources, and other activities concerning services to individuals with disabilities in Tech Prep programs. (no charge)

CONTACT:
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School of Education
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VOCATIONAL EDUCATION JOURNAL

Published eight times during the school year, the journal includes articles on current issues in vocational education and reports on major employment, technological, and social trends. Articles in the journal are written in a popular format rather than a professional/technical journal style. It also provides information on promising practices, programs, and products. (AVA members, including student members, no charge; $30.00/nonmembers, $3.75/single copy)

CONTACT:
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VOCATIONAL EDUCATION WEEKLY

Published 44 times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding, initiatives relating to the Carl D. Perkins Vocational and Applied Technology Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four Issue Papers a year on critical topics affecting the field are included in the subscription. ($159.00/year for nonmembers; $139.00/year for members)

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VOCATIONAL TRAINING NEWS

This weekly newsletter provides timely, useful reports on the federal Job Training Partnership Act and the Carl D. Perkins Vocational and Applied Technology Act. Other areas of coverage include education reform, literacy, private industry councils, and state education and training initiatives. ($298.00/year)

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WORKPLACE NETWORK NEWS

Workplace Network News is a quarterly newsletter initiated in June 1993 by the Office of Vocational and Adult Education. The newsletter covers current and significant workplace education information. It provides information concerning new developments, the availability of products developed by funded projects, relevant research, and what works in workplace literacy. The newsletter strives to encourage and promote involvement of businesses, labor, and education organizations interested in establishing programs of work-based learning. (no charge)

CONTACT:
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AGENCY FOR INSTRUCTIONAL TECHNOLOGY

The Agency for Instructional Technology (AIT) is a nonprofit U.S.-Canadian organization established in 1973 to strengthen education through technology. AIT provides leadership and service to the education community through cooperative development, acquisition, and distribution of technology-based instructional materials. The instructional materials made available through AIT are either developed and financed through joint program projects organized and managed by AIT, or acquired from local and state education agencies. A variety of video and software materials for vocational, occupational, and career programs are available from this organization. In addition, curriculum materials which integrate academic and vocational instruction with physics, math, and communication are also available. AIT's free, quarterly newsletter provides up-to-date information about videos and activities.

CONTACT:
Customer Service
AIT
Box A
Bloomington, IN 47402-0120
(812) 339-2203
(800) 457-4509
Fax: (812) 333-4278

AMERICAN COUNSELING ASSOCIATION

The American Counseling Association (ACA) is an educational and scientific organization dedicated to the growth and enhancement of the counseling and human development profession. It provides leadership training, continuing education opportunities, and advocacy services to its members. It also represents members' interests in other professional associations, before Congress, and with federal agencies. ACA members work in education settings, from preschool through higher education; in mental health agencies; community organizations; correctional institutions; employment agencies; rehabilitation programs; government; business; industry; research facilities; and private practice. ACA and its members are committed to the continuing enhancement of the counseling and human development profession.

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BUREAU OF APPRENTICESHIP AND TRAINING

One of the roles of the federal government is to encourage and promote the establishment of apprenticeship programs and provide technical assistance to program sponsors. Apprenticeship, authorized by the National Apprenticeship Act of 1937 (PL 75-308), is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation.

Apprenticeship programs are operated on a voluntary basis by employers, employer associations, or management and labor groups. The related classroom instruction may be given in the program sponsor's training facility or at a local technical school or junior college. Training periods range from one to six years. Most trades require three to four years. Apprentices earn while they learn on the job, at progressive wage rates starting from about half the journeyworker's rate up to 95% of full pay near the end of their apprenticeship. A few of the skilled trades in which they are being trained are automotive mechanic, baker, bricklayer, carpenter, electrician, machinist, operating engineer, optical technician, painter, roofer, sheet metal worker, structural steel worker, and tool and die maker.

Apprenticeship programs provide equal employment opportunity to all persons regardless of race, sex, ethnic group, or age. Men and women at least 16 years old are eligible to apply by visiting or writing a local Job Service Office, a local office of the U.S. Department Labor's Bureau of Apprenticeship and Training, a state apprenticeship agency, a Joint Apprenticeship Committee, union, or employer engaged in the desired craft.

CONTACT:
U.S. Department of Labor
Employment and Training
Administration
Bureau of Apprenticeship
200 Constitution Avenue, NW
Washington, DC 20210
(202) 219-5921

BUSINESS-HIGHER EDUCATION FORUM

The Business-Higher Education Forum is a membership organization of approximately 90 selected chief executives of major American corporations and colleges and universities. The Forum's purposes are to identify, review, and act on selected issues of mutual concern; to enhance public awareness of these concerns; and to help guide the evolution of cooperation between corporations and institutions of higher education, while preserving their separate traditional functions.

The Forum was founded in 1978 by the American Council on Education, which represents all accredited, degree-granting institutions of higher education as well as national and regional higher education associations. Over the years, the Forum has addressed such critical issues as international economic competitiveness, education and training, R&D partnerships, science and technology, and global interdependence.

In recent years, the Forum has focused particularly on human resource issues. In 1988, it published *American Potential: The Human Dimension*, which laid out a consensus agenda for preparing young and adult Americans for productive futures. Since the publication of that report, the Forum has established a standing committee to work toward implementing *American Potential's* recommendations. Among the committee's activities is a three-year joint venture with the Public Agenda Foundation that will conduct a broad-based, citizen-education project on the need to improve the skills of American students and workers.

CONTACT:
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Business-Higher Education Forum
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(202) 939-9345
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CAREER BEGINNINGS PROGRAM

Career Beginnings is a college-business-community initiative in highly populated cities across the country designed to build on the demonstrated potential of high school students to overcome difficulties and achieve. It is designed for high school juniors who come from low income families, have an average academic and attendance record, and who have demonstrated their motivation and commitment beyond school activities. The project continues through the first year after high school graduation. Annually, Career Beginnings provides more than 2,000 students with (1) the encouragement of a knowledgeable adult mentor, (2) support in exploring career and college options through educational workshops and training, (3) yearlong services and guidance throughout the process of gaining admission to college or obtaining a full-time job with career potential after graduation, and (4) a quality summer work experience.

CONTACT:
School and Main
Health Institute
New England Medical Center
750 Washington Street, NEMCH #328
Boston, MA 02111
(617) 956-9151

CAREER PLANNING AND ADULT DEVELOPMENT NETWORK

The Career Planning and Adult Development Network is a professional organization of 1,000 career development and human resource professionals. One of the Network's primary objectives is to make its readership aware of current issues, events, news, books, materials, and other resources that would be of professional interest to them. A monthly newsletter and a quarterly journal are available to members.

CONTACT:
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San Jose, CA 95132
(408) 559-4946
Fax: (408) 559-8211

CENTER FOR APPLIED ACADEMICS

Primarily serving the Northwest region, the Center for Applied Academics provides technical assistance on the subject of applied academics. Its goals are to network with states and programs in the Northwest to identify and overcome barriers to implementing applied academics in K-12 and postsecondary settings; build technical assistance capability in states; share training and ideas for teachers, administrators, business leaders, and teacher educators; encourage businesses to establish partnerships to support applied academics; and conduct research, evaluation, and policy studies to support the development of applied academics in both rural and urban areas of the region. It also provides telephone support, conference and workshop presentations, an annual survey, and publications that address this issue. The Center publishes a quarterly newsletter.

CONTACT:
Larry McClure
Tom Owens
Center for Applied Academics
Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204
(503) 275-9597
(800) 547-6339, ext. 597

CENTER FOR CORPORATE COMMUNITY RELATIONS

Committed exclusively to helping corporations respond to the needs of local communities, the Center for Corporate Community Relations facilitates corporate community involvement and community development efforts. One of those needs is the relationship between businesses and at-risk youth. The Center helps corporations identify priorities in community service and evaluates community agencies and programs to help corporations allocate their charitable dollars effectively. The Center offers a variety of professional services to assist corporations with the planning, design, implementation, and evaluation of their community relations activities. These services include consultation, training and development, research, library and database access, educational programs, and networking opportunities. The Center publishes *The Corporate Community Relations Letter* newsletter, containing articles on the Center's activities, including dropouts and corporate responsibility.

CONTACT:
Edmund M. Burke, Director
Susan Thomas, Manager, Communications
Center for Corporate Community Relations
36 College Road
Chestnut Hill, MA 02167
(617) 552-4545
Fax: (617) 552-8499

CENTER FOR LAW AND EDUCATION, INC.'S VOCED PROJECT

The Center's VOCED Project helps low-income students and their communities redirect vocational education programs to better meet their long-term educational, social, and economic needs. Drawing on this experience, the VOCED Project publishes policy papers and practical guidance on how to improve programs. The Project also conducts workshops and conferences. Areas of particular emphasis include (1) integrating academic and vocational education, (2) framing programs around all aspects of the industry students are preparing to enter, (3) linking vocational education and community economic development, (4) meeting the needs of diverse students, and (5) implementing participatory governance.

CONTACT:
VOCED Project
Center for Law and Education
1875 Connecticut Avenue, NW,
Suite 510
Washington, DC 20009
(202) 986-3000
Fax: (202) 986-6648

CENTER FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT

A variety of products and services are available from the Center for Occupational Research and Development (CORD), a nonprofit, public-service organization dedicated to the advancement of vocational and technical education. Spanning secondary, postsecondary, and adult training and education, CORD provides services, forecasts, strategies, curricula, and materials that are used to promote a more productive and competitive workforce.

CORD s goal is to assist educational institutions and other organizations who provide education, training, and retraining for America's technical workers. In recent years, CORD has become involved in designing curricula using applied academic instructional materials. These materials are being implemented in secondary, postsecondary, and adult retraining programs. CORD has worked with schools to develop 2 + 1 and 2 + 2 curricula in which the last two years of secondary school are linked to one or two years of postsecondary school. CORD also helps postsecondary schools devise articulation strategies in which the institution grants credit for the work done at the secondary level as part of a two-year or four-year program.

CONTACT:
CORD
601 C Lake Air Drive
Waco, TX 76710
(817) 772-8756
(512) 323-0779 Austin, TX office
(800) 231-3015
Fax: (817) 772-8972

CENTER FOR WORKFORCE PREPARATION AND QUALITY EDUCATION

Created to support a grassroots effort for educational reform, The Center for Workforce Preparation and Quality Education provides information to business leaders on innovation in educational restructuring to enhance school-business collaboration. The Center identifies and highlights effective techniques, policies, and programs on how to generate broad-based community action in education. It publishes a variety of resources on aspects of this issue.

CONTACT:
Rae Nelson, Vice President/
Executive Director
Michelle Griffin, Communications
Director
Center for Workforce Preparation
and Quality Education
U.S. Chamber of Commerce
1615 H Street, NW
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Fax: (202) 887-3445

CENTER ON EDUCATION AND WORK

The Center on Education and Work is a research, development, and service center that identifies and responds to issues affecting the connections among education, work, community, and the family. The Center's goals are to translate research and development findings into practical solutions and effective practices through focused dissemination, professional development, and technical assistance. The primary themes informing the Center's research, development, and service programs include (1) strengthening policies and programs required to maintain a world class workforce by addressing individual, economic, and societal needs; (2) improving equity in work and education outcomes for individuals and special groups; and (3) building the capacity for research-based practice and continuous quality improvement in education for work programs, especially among leaders.

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Madison, WI 53706-1796
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(800) 446-0399
Fax: (608) 262-9197

COUNCIL FOR AID TO EDUCATION

The Council for Aid to Education is dedicated to promoting an effective partnership between business and education in the task of improving America's educational system. Originally designed to encourage private-sector support of higher education, the Council has expanded its mission to include primary and secondary education and to encourage more effective corporate support of education. Its job is to ensure that business investments in education produce results. The Council is supported by business and works directly with business to target key areas of educational concern. It helps point corporations toward the issues and opportunities in which they have a compelling interest and on which they can have an impact, provides information on promising approaches to educational improvement, and offers detailed advice on how to make effective contributions to the quality of American education.

ADDRESS:
Council for Aid to Education
342 Madison Avenue, Suite 1532
New York, NY 10173
(212) 661-5800
Fax: (212) 661-9766

COUNCIL FOR BASIC EDUCATION

The objective of this national nonprofit organization is to offer a comprehensive liberal education to all elementary and secondary students by strengthening the quality of teaching in the basic subjects—English, mathematics, science, history, geography, government, foreign languages, and the arts. CBE's national programs promote teacher development, instigate the restructuring of school curricula, and encourage the reform of current teaching and learning methods. CBE publications include *Basic Education*, a monthly forum for analysis and comment on educational trends, programs, and ideas. CBE also publishes major reports on central themes of the educational debate.

CONTACT:
Christopher Cross, President
Council for Basic Education
1319 F Street, NW, Suite 900
Washington, DC 20004-1152
(202) 347-4171
Fax: (202) 347-5047

DIVISION ON CAREER DEVELOPMENT AND TRANSITION

An organization within the Council for Exceptional Children (CEC), the Division on Career Development and Transition (DCDT) focuses on the career development of children, youth, and adults of all ages and all exceptionalities. The division focuses on transition from school to adult life as a major component of the career development process. Its primary purpose is to promote the career development of exceptional children, youth, and adults in order to bring about efficient and effective programs of career awareness, exploration, preparation, and transition for individuals of all exceptionalities from early childhood through adulthood.

DCDT collaborates with other divisions of CEC and with other organizations on issues related to career development and transition. It also disseminates information on the activities of other divisions and organizations that may be of interest to DCDT members.

DCDT publishes a newsletter four times a year which provides information about legislation, projects, resource materials, and implementation strategies. *The Career Development of Exceptional Individuals Journal* is published twice a year and carries articles dealing with the latest research activities, model programs, and issues in career development and transition planning. DCDT also develops and disseminates position papers and other publications on current issues in the field; sponsors an international conference every two years, as well as a strand of sessions at each international CEC Conference; sponsors regional and state conferences on career development and transition; and provides current updates to members on major legislation such as the Carl D. Perkins Vocational and Applied Technology Education Act, The Americans with Disabilities Act, and the Vocational Rehabilitation Act.

ADDRESS:
Division on Career Development
and Transition
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

EDUCATIONAL EQUITY CONCEPTS, INC.

Educational Equity Concepts is a national nonprofit organization founded in 1982 to foster equal educational opportunity. The organization designs programs and materials to help eliminate sex, race, and disability bias; offers a broad range of training and consulting services; and engages in a variety of public education activities. The organization's programs and materials are concentrated in areas where women and children have been adversely affected by sex, race, and disability bias. Content areas include early science, mainstreaming at all levels, teen pregnancy and parenting, and women with disabilities. Available services include consulting; staff development and inservice training courses; workshops for parent, school, and community groups; materials development; keynote addresses, speeches, and presentations; and conference planning. A publications catalog is available on request.

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ERIC CLEARINGHOUSE ON ADULT, CAREER, AND VOCATIONAL EDUCATION

The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include in-depth reviews, *Digests* that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. Services include computer searches and referrals.

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ERIC CLEARINGHOUSE ON COUNSELING AND STUDENT SERVICES

The ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS) is one of the sixteen subject-oriented clearinghouses of the ERIC system. ERIC/CASS's scope includes the preparation, practice, and supervision of counselors at all educational levels and in all settings; the theoretical development of counseling and guidance; personnel procedures such as testing, interviewing, analysis, and dissemination of the resultant information; group work and case work; the nature of pupil, student, and adult characteristics; and personnel workers and their relation to career planning, family consultations, and student orientation activities. ERIC/CASS offers professionals products such as monographs, special issues papers, recent studies, computer search analyses, bibliographies, and digests, as well as a quarterly information bulletin featuring ERIC/CASS activities, products, and articles on timely topics. ERIC/CASS's staff also offers question-answering services; computer searching of the ERIC database; on-site user services with a complete ERIC microfiche collection at the ERIC Resources Center; and local, state, and national workshops on high-priority counseling concerns.

CONTACT:
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GIRLS INCORPORATED

Girls Incorporated (formerly known as Girls Clubs of America) programs are designed to enable girls to achieve a responsible and confident adulthood, economic independence, and personal fulfillment. Operation SMART (Science, Math, and Relevant Technology), a national program to encourage the participation of girls and young women in science, math, and relevant technology, is in response to the increasing number of jobs requiring backgrounds in math and science and the low percentage of girls participating in these areas. Special populations served through this program include migrant workers, abused women, teen mothers, displaced homemakers, and senior citizens. Programming efforts focusing on adolescent pregnancy integrate sexuality education with family communication, health awareness, and career planning.

All programs developed by Girls Incorporated are researched, analyzed, and evaluated at their National Resource Center in Indianapolis, Indiana. The Center contains a library and other research facilities and distributes publications and materials to parents, educators, policymakers, women's groups, and others concerned with girls.

CONTACT:
Amy Sutnick
Director of Communication
Girls Incorporated
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New York, NY 10016
(212) 689-3700
Fax: (212) 683-1253

GIRLS INCORPORATED NATIONAL RESOURCE CENTER

As a service of Girls Incorporated (formerly known as Girls Clubs of America), the Girls Incorporated National Resource Center acts as a clearinghouse to disseminate information concerning gender inequities and other societal issues facing today's girls and young women. Information is available on a wide range of topics that relate to girls such as adolescent development, pregnancy prevention, and sexuality; career development and employment; gender roles and relationships; positive environments; and math, science, and new technology. The Center contains over 5,000 monographs, studies, texts, films, filmstrips, cassettes, videotapes, and periodicals. It focuses on statistical information, research about girls and young women, and model programs for serving girls in informal education. Publications and materials are available to parents, educators, policymakers, women's groups, and others concerned with girls and young women.

CONTACT:
Heather Johnston Nicholson,
Director
Girls Incorporated National
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441 W. Michigan Street
Indianapolis, IN 46202
(317) 634-7546
(800) 374-4475
Fax: (317) 634-3024

HANDS AND MINDS COLLABORATIVE

The Hands and Minds Collaborative is a school-based center dedicated to helping schools and school districts break down the barriers separating academic and vocational education and the barriers separating the school and community. The Collaborative conducts on-site professional development activities, holds an annual summer workshop, publishes curriculum samples, and facilitates communication among educators as they seek to redefine the content and purpose of vocational education in their local settings. The Collaborative is a joint project of the Center for Law and Education's VOCED Project and the Rindge School of Technical Arts in Cambridge, which is one of the U.S. Department of Education's national demonstration sites for academic and vocational integration.

CONTACT:
Maria Ferri
Hands and Minds Collaborative
Rindge School of Technical Arts
459 Broadway
Cambridge MA 02138
(617) 349-6717

INSTITUTE FOR WOMEN'S POLICY RESEARCH

The Institute for Women's Policy Research (IWPR) is an independent, nonprofit, scientific research organization that works primarily on issues related to equal opportunity and economic and social justice for women. The institute works with policymakers, scholars, and advocacy groups around the country to design, execute, and disseminate research findings that illuminate policy issues affecting women and families, and to build a network of individuals and organizations that conduct and use policy research of importance to women.

IWPR offers several services to members and affiliates including the IWPR Information Network and Research News Reporter. The IWPR Information Network is designed to facilitate the institute's central goal of disseminating and publicizing research findings to the widest possible audience. Members of the Information Network receive fact sheets, discussion papers, briefing papers, reduced or complimentary registration for the Annual Women's Policy Research Conference, and the option of receiving major reports and the *Research News Reporter.* The *Research News Reporter* is a bimonthly information service that includes newspaper clippings and resource information, culled from research in the news that is relevant to women and families. The articles are arranged chronologically and according to topics which include work and education; politics and society; family life, health, and reproductive issues; and poverty and income. Also included are full citations and ordering information for all reports and studies mentioned, as well as additional related research. Affiliates and individual supporting members of the Information Network receive the *Research News Reporter.*

CONTACT:
Heidi Hartmann, Executive Director
Institute for Women's Policy Research
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Washington, DC 20036
(202) 785-5100
Fax: (202) 833-4362

THE INSTITUTE ON EDUCATION AND THE ECONOMY

The institute conducts and disseminates research on how changes in the economy and the workplace, in the workforce itself, and in patterns of work-related learning affect the development and transformation of human capital in this country. Their objective is to build knowledge that will inform public and corporate decisions about who should teach which work-related skills to whom, when, and how. The institute is funded by the Office of Educational Research and Improvement of the U.S. Department of Education.

CONTACT:
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INSTITUTE ON EDUCATION AND TRAINING

The mission of the institute is to improve policy and public understanding of American education and training and to conduct the research and analyses needed to address problems in these areas. In accord with this mission, the institute supports three objectives: (1) to examine the delivery and performance of education and training components individually and as parts of a system, as well as related national and international economic, demographic, and security issues; (2) to help public and private sector decisionmakers at the local, state, and federal levels to develop and implement effective policies and programs; and (3) to train policy analysts in education and training.

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RAND
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Santa Monica, CA 90407-2138
(310) 393-0411

IWPR INFORMATION NETWORK

The IWPR Information Network is a service for members and affiliates of the Institute for Women's Policy Research designed to facilitate the institute's central goal of disseminating and publicizing research findings to the widest possible audience. Members of the Information Network receive fact sheets, discussion papers, briefing papers, reduced or complimentary registration for the Annual Women's Policy Research Conference, and the option of receiving major reports and the *Research News Reporter.*

The *Research News Reporter* is a bimonthly information service that includes newspaper clippings and resource information, culled from research in the news that is relevant to women and families. The articles are arranged chronologically and according to topics that include work and education; politics and society; family life, health, and reproductive issues; and poverty and income. Also included are full citations and ordering information for all reports and studies mentioned, as well as additional related research. Affiliates and individual supporting members of the Information Network receive the *Research News Reporter.*

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NATIONAL ALLIANCE OF BUSINESS

Committed to the building of a quality workforce, the National Alliance of Business (NAB) works with private employers, private industry councils, and a variety of local and state public/private partnerships to (1) upgrade the skills and abilities of the existing workforce through workplace learning efforts, (2) improve the output of America's public schools by involving business in education reform and improvement, and (3) train the unemployed and underskilled for entry into the labor force through second chance initiatives.

NAB's Information Services Center collects and disseminates information on topics related to workforce quality. The Special Library on Workforce Quality, located at NAB headquarters and administered by the Information Services Center, is composed of some 2,000 publications, studies, and periodicals on subjects that include employment, job training, education improvement, workplace learning, economics development, and vocational education. NAB also distributes over 25 publications and videotapes through the Information Services Center including NAB's own *Work America* newspaper, *Business Currents* (legislative and regulatory newsletter), and *Technical Reports* (analysis of issues related to the Job Training Partnership Act). Publications available for sale address a variety of topics, including educational reform, school-business partnerships, JTPA, the Family Support Act of 1988, worker dislocation, job training programs, and transition.

CONTACT:
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National Alliance of Business
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Washington, DC 20005-3917
(202) 289-2888
Fax: (202) 289-1303

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Mandated by Congress, funded by the National Center for Education Statistics, and currently administered by the Educational Testing Service, the National Assessment of Educational Progress (NAEP) has monitored 11 areas of knowledge and skills of America's elementary, middle, and high school students and young adults' literacy skills on an ongoing basis since 1969. Its objective is to make education performance results more accessible to policymakers and the general public. It utilizes scientific random sampling procedures to ensure reliable national, regional, and education-specific results, and does not provide student-specific or school-specific results. States participate on a voluntary basis. NAEP publishes *The Nation's Report Card*, disseminating results of their research.

CONTACT:
Archie Lapointe, Executive Director
The Nation's Report Card
Educational Testing Service
P.O. Box 6710
Princeton, NJ 08541-6710
(609) 734-1624
(800) 223-0267
Fax: (609) 734-1878

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION

The National Association for Industry-Education Cooperation (NAIEC) advocates industry-education collaboration in school improvement/reform, preparation for work through career education, and human resource/economic development at the local and state levels. It is the national clearinghouse for information on industry involvement in education.

NAIEC believes that industry has a central role in helping education (public and postsecondary) refocus/reshape its total academic and vocational program in a coherent, systematic manner so that it is more responsive to the needs of students (including special needs) and employers.

Members receive the *NAIEC Newsletter*, a publication on new developments in industry-education collaboration in school improvement (public/private/postsecondary) and work/education-related programs. Technical assistance in planning, organizing, and implementing industry-education cooperative programs and activities at the local and state levels and opportunities to participate in research and demonstration projects are available. NAIEC sponsors conferences and publishes materials on a variety of topics, including industry-education councils, community resources workshops, career/special/vocational education, school-based job placement, industry sponsored educational materials, educational management, and economic development. NAIEC's awards program recognizes outstanding accomplishments in industry-education collaboration.

CONTACT:
Donald M. Clark, President and CEO
National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, NY 14226-3304
(716) 834-7047

NATIONAL ASSOCIATION OF PARTNERS IN EDUCATION

Originally founded in 1968 as the National School Volunteer Program, the National Association of Partners in Education's (NAPE) mission is to enhance the quality of public education by promoting and strengthening organized school volunteer and partnership programs across the nation. In 1988, the current structure of NAPE was created through a merger with the National Symposium on Partnerships in Education. NAPE is a nationally recognized membership association which provides training and leadership for volunteers, school administrators, teachers, and managers of school volunteer and partnership programs. This nonprofit organization's current membership is approximately 10,000. NAPE provides a full range of technical assistance services to the educational community: training, research, demonstration projects, issues and advocacy, linkage, publications, public education, and technical assistance.

CONTACT:
Janet Cox, Acting Director
Membership and Communications
National Association of Partners in Education
209 Madison Street, Suite 401
Alexandria, VA 22314
(703) 836-4880
Fax: (703) 836-6941

NATIONAL CAREER DEVELOPMENT ASSOCIATION

The National Career Development Association (NCDA), formerly the National Vocational Guidance Association, is the organization for professionals interested in career development, career counseling and guidance, or career education programs who practice in a school, business/industry, college, or community setting. NCDA promotes professional growth and development, through a variety of services and benefits designed to increase the effectiveness of career development professionals. NCDA publications provide information about current research, innovative programs, resources, professional activities, and legislation.

CONTACT:
Juliet Miller, Executive Director
National Career Development Association
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Alexandria, VA 22304
(703) 823-9800, ext. 309
Fax: (703) 751-2294

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

Designed as a change agent, the National Center for Research in Vocational Education (NCRVE) is a consortium of seven nationally recognized institutions who hold a deep commitment to the vocational education community. The University of California at Berkeley is the lead institution. The presence of an NCRVE site in nearly every region of the country places NCRVE in direct touch with the enormous diversity of regional vocational needs as well as with the practitioners NCRVE ultimately serves.

NCRVE focuses its resources on responding to two goals: (1) preparing individuals, including members of special populations, for substantial and rewarding employment over the long run; and (2) acting as a catalyst for a shift to an economy dominated by a skilled and flexible workforce, one that maximizes both global competitiveness and individual potential, in which firms use more skilled and productive workers and provide the appropriate incentives for education and training. These two goals, reflecting a multifaceted trend—emerging vocationalism—which NCRVE is committed to encourage, form the basis for NCRVE's research and development, as well as its dissemination and training agendas.

NCRVE's research and development agenda is organized around six areas: (1) the economic context of vocational education, (2) the institutional context of vocational education, (3) the content and pedagogy of effective programs, (4) students in vocational education, (5) personnel in vocational education, and (6) accountability and assessment. Its dissemination and training agenda is organized around five multisite program areas: (1) dissemination; (2) professional development; (3) special populations; (4) planning, evaluation, and accountability; and (5) program development, curriculum, and instructional materials. NCRVE publishes three newsletters. A publication list is available through NCRVE's Materials Distribution Service.

CONTACT:
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(800) 762-4093
Fax: (510) 642-2124
E-MAIL: ncrve@cmsa.berkeley.edu
Materials Distribution Service:
(800) 637-7652

NATIONAL CENTER ON EDUCATION AND THE ECONOMY

The National Center on Education and the Economy is a nonprofit organization engaged in policy development and human resources. The National Center came to Rochester in 1988 to assist the City School District in becoming a laboratory for the state and the nation as it restructures its operations to produce much higher levels of student performance. The National Center's work is focusing on the analysis and design of organizational structures and management systems that will enable school districts to attract highly capable school staff and create an environment in which they can do the best work.

The National Commission on the Skills of the American Workforce was created following the release of the National Center's first publication, *To Secure Our Future: The Federal Role in Education*, in 1989. Composed of business, union, education and political leaders, the Commission examined economic competitiveness, skill requirements, and skill development systems in the United States and six nations in Europe and the Far East. On the basis of its findings, it released its report, *America's Choice: High Skills or Low Wages!*, making recommendations on the steps that must be taken to provide American workers with the skills they need if America is to be able to maintain and improve its standard of living.

CONTACT:
Marc Tucker, President
National Center on Education and the Economy
700 11th Street, NW, Suite 750
Washington, DC 20001
(202) 783-3668
(202) 783-3672

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

NCEO's mission is to provide national leadership in the identification of educational outcomes for students with disabilities and in the development of a system of indicators with which to monitor those outcomes. NCEO is working with national policy-making groups, state departments of education, and other groups and Individuals to promote national discussion of educational goals and indicators of educational outcomes that include students with disabilities. They publish a biannual newsletter and a variety of reports.

CONTACT:
James Ysseldyke, Director
Martha Thurlow, Assistant Director
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 E. River Road
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(612) 626-1530
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SpecialNet:MN.OUTCOM
Fax: (612) 624-0879

NATIONAL COALITION FOR SEX EQUITY IN EDUCATION

The purpose of the National Coalition for Sex Equity in Education (NCSEE) is to provide leadership in the identification and infusion of sex equity in all educational programs and processes and within parallel equity concerns. Persons interested in equity concerns (e.g., gender, race, national origin, disability, and age) are encouraged to join.

The *NCSEE Newsletter* reports on coalition activities and includes issue perspectives; legal updates; research reports; announcements of new resources, grant availability, and job openings; and serves as a forum for members to share strategies for the attainment of sex equity in education and within parallel equity concerns. Members receive the newsletter and a membership directory, may attend NCSEE's annual conference, and may list themselves or their agencies In NCSEE's consultant resource bank.

CONTACT:
Theodora Martin, Business Manager
National Coalition for Sex Equity in Education
One Redwood Drive
Clinton, NJ 08809
(908) 735-5045
Fax: (908) 735-9674

NATIONAL DIFFUSION NETWORK

The National Diffusion Network (NDN) sponsors over 100 exemplary programs that can be used to achieve the National Goals for Education issued by the President and the Nation's governors in February 1990. Administered by the U.S. Department of Education, NDN provides funds to disseminate information about exemplary programs to schools, colleges, and other institutions throughout the country. These programs and their sponsoring schools and organizations, the NDN State Facilitators, and the Private School Facilitators form a resource network that helps other schools adopt programs for their own use to improve the education of their students. NDN programs have been field-tested with students and are proven effective. Every program has been evaluated locally and approved by a panel of the U.S. Department of Education. Types of projects include Developer Demonstrator Projects, developed by local schools; Dissemination Process Projects, large-scale programs run by national organizations; and State Facilitator Projects, which serve as in-state links between NDN programs and local schools interested in program implementation. Subjects covered include communication, programs for people who are disabled, educational reform, career and vocational education, and dropout prevention programs.

CONTACT:
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National Diffusion Network
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
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Fax: (202) 219-1407

NATIONAL DROPOUT PREVENTION CENTER

The National Dropout Prevention Center (NDPC) gathers, analyzes, and disseminates information to individuals and groups involved in school dropout prevention efforts. NDPC's mission is to significantly reduce the dropout rate in schools by helping to develop public-private partnerships between schools, businesses, and communities to meet the needs of at-risk youth. NDPC publishes the quarterly *National Dropout Prevention Newsletter, A Series of Solutions and Strategies* serial, and numerous topical publications. It also maintains the FOCUS database on dropout prevention. NDPC also manages the National Dropout Prevention Network, a membership-based organization of over 2,500 professionals involved in school dropout prevention efforts. The annual National Dropout Prevention Conference is a major activity.

CONTACT:
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Marty Duckenfield, Data Management and Research Analyst
National Dropout Prevention Center
205 Martin Street
Clemson, SC 29834-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 in SC
Fax: (803) 656-0136

NATIONAL INSTITUTE FOR WORK AND LEARNING

The National Institute for Work and Learning (NIWL), an Institute of the Academy for Educational Development, seeks to improve the linkages between education and work for youth and adults and to bring into better balance the supply of and demand for critical skills in the workplace. The institute's primary focus is the pursuit of collaborative efforts among educators, employers, unions, community organizations, and government to resolve work and learning problems. NIWL accomplishes its mission through basic and policy research, action and development projects, program evaluations, information networking, and technical assistance. NIWL has established three distinct program areas for its projects: (1) partnerships for youth transition, (2) worklife education and training, and (3) productive aging. A list of NIWL publications is available on request.

CONTACT:
Ivan Charner, Director
National Institute for Work and Learning
Academy for Educational Development
1875 Connecticut Avenue, NW
9th Floor
Washington, DC 20009
(202) 884-8000
Fax: (202) 884-8400

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The National Occupational Information Coordinating Committee (NOICC) is a federal interagency committee that promotes the development and use of occupational and labor market information. NOICC's primary mission is to improve communication and coordination among developers and users of occupational and career information and to help states meet the occupational information needs of vocational education and employment and training program managers, as well as individuals exploring occupational options and making career decisions. Working with a network of State Occupational Information Coordinating Committees (SOICCs), NOICC provides leadership, funding, and technical assistance to the SOICCs in a variety of ways. NOICC and the SOICCs have developed data systems that are designed to help provide planners and program managers with up-to-date and locally relevant occupational supply and demand information upon which to base program decisions. The two committees have also developed Career Information Delivery Systems (CIDS) and career development programs that help meet the labor market information needs of individuals making decisions about occupations and careers.

CONTACT:
Juliette N. Lester, Executive Director
National Occupational Information Coordinating Committee
2100 M Street, NW, Suite 156
Washington, DC 20037
(202) 653-5665
Fax: (202) 653-2123

NATIONAL TECH PREP CLEARINGHOUSE OF RESOURCES

Committed to sharing information, curriculum, and resources to assist in implementing Tech Prep programs defined in PL 101-392, the Carl D. Perkins Vocational Education and Applied Technology Act, the National Tech Prep Clearinghouse of Resources provides promotional samples, orientation videotapes, state definitions and guidelines, curricular planning models, speeches and presentations, articulation agreements, and academic integration curriculum. The Clearinghouse maintains local and state contacts and speaker referrals. It is coordinated with the National Center for Research in Vocational Education, University of California at Berkeley; Center for Occupational Research and Development; Tech Prep Consortium; and U.S. Department of Labor.

CONTACT:
Rebecca Woodhull, Director
Tech Prep Clearinghouse
University of Illinois at Springfield, K-80
Springfield, IL 62794-9243
(217) 786-6375
(800) 252-4822
Fax: (217) 786-6036

NATIONAL TRAINING PROGRAMS SERVICE

The National Training Systems Association (NTSA) has a joint venture agreement with the National Technical Information Service (NTIS), an agency of the Department of Commerce, to help NTIS identify and provide user training programs and materials, developed by or for federal government agencies and private and public sectors. Subjects include management in the workplace, education and training methodologies, and basic skills. This service is performed by the National Training Programs Service (NTPS), a subsidiary of NTSA. NTPS publishes *National Training Programs News*, a quarterly newsletter containing articles on training, abstracts of training programs, and a list of more than 100 of the latest federal training programs and materials.

CONTACT:
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National Training Programs Service
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Arlington, VA 99901
(703) 522-1820
(800) 677-6897
Fax: (703) 243-1659

NATIONAL YOUTH EMPLOYMENT COALITION

Founded by leaders in the field of youth employment and training, the National Youth Employment Coalition (NYEC) is a nonprofit organization composed of over 60 organizations with a common interest in increasing employment, education, and training opportunities for youth, particularly disadvantaged youth. Its objectives are to improve the public's understanding of and support for youth employment programs and initiatives; serve as a clearinghouse of information and as a catalyst for cooperative ventures from NYEC members, voluntary organizations, the education system, and the private sector; and analyze the impact of present and proposed policies upon the development of a comprehensive youth employment policy. NYEC publishes a monthly newsletter, *Youth Notes*.

CONTACT:
Kate O'Sullivan, Policy Associate
National Youth Employment Coalition
1001 Connecticut Avenue, NW, Suite 719
Washington, DC 20036
(202) 659-1064
Fax: (202) 775-9733

NORWALK MENTOR PROGRAM

The Norwalk Mentor Program matches mentors and students in a one-on-one relationship that endures throughout the school years until high school graduation. More than 800 employees from local business and industry, municipal and other not-for-profit agencies, alumni associations, fraternal organizations, church groups, and retired employees are involved in a long-term commitment designed to improve the self-esteem, attitudes, and attendance of deserving students from Kindergarten through Grade 12 in every school in the Norwalk Public Schools in Connecticut. The students selected are potential dropouts. The program has been repeated in school districts across the country and has been recognized nationally.

CONTACT:
Susan G. Weinberger, Mentor Program Director
Norwalk Mentor Program
Norwalk, CT Public Schools
125 East Avenue
Norwalk, CT 06852-6001
(203) 854-4011
Fax: (203) 854-4005

OFFICE OF SPECIAL POPULATIONS

The Office of Special Populations, formerly Technical Assistance for Special Populations Program (TASPP), works nationally to increase vocational program accessibility, quality, and availability for youth and adults with special needs. These populations include individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals with limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions. The Office of Special Populations maintains a database accessible free of charge and operates a free resource and referral service for practitioners, policymakers, and researchers. it disseminates topical papers; develops publications highlighting resources, exemplary programs, and other topics of interest to the field; and conducts an annual search for exemplary vocational programs serving special populations. The Office of Special Populations conducts workshops and provides networking opportunities for professionals serving special populations.

CONTACT:
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Zipura Burac Matias, Associate Director
Office of Special Populations
National Center for Research in Vocational Education
University of Illinois Site
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
Fax: (217) 244-5632

REAL ENTERPRISES

REAL Enterprises is a national organization that sponsors rural school-incubated enterprise programs that provide students with the opportunities to research, plan, set up, and operate their own enterprises in cooperation with their local high school or community college. A rural school-incubated enterprise program includes both a classroom component where students take entrepreneurship courses for academic credit, and an experiential component in which students create and run "honest to goodness" ventures. Students are welcome to choose any form of business (start-up ventures, franchises, family businesses, home-based operations) in any field (agricultural, service, manufacturing, or retail). The businesses developed have the potential to graduate with the students and to become independent enterprises.

Prospective state sponsors of a rural school-incubated enterprise program have to apply for membership in the national federation of REAL organizations. Schools have to apply to REAL's state office (or the national organization, if no state office yet exists) in order to be selected as a participating site. Schools who are members of the organization are eligible to use the REAL Enterprises' name, attend REAL training events, use REAL course and resource materials, receive technical assistance from REAL staff, and have access to REAL's revolving loan fund.

CONTACT:
Real Enterprises, Inc.
1160 S. Milledge Avenue, Suite 130
Athens, GA 30606
(706) 546 9061
Fax: (706) 353-2014

SCHOOL BASED YOUTH SERVICES PROGRAM

The School Based Youth Services Program (SBYSP), developed by the New Jersey Department of Human Services, provides at-risk adolescents the opportunity to complete their education, obtain skills that lead to employment or additional education, and to lead a mentally and physically healthy life. Core services include health, mental health and family counseling, employment, and drug counseling. Adjunct services include day care, family planning, teen parenting education, recreation, transportation, and information and referral, as well as other services determined locally. Five vocational-technical high schools and 24 high schools participate. Grants were offered only to communities that showed the support and participation of a broad coalition of local community groups, teachers and parents, businesses, public agencies, nonprofit organizations, students, and local school districts.

CONTACT:
Roberta Knowlton, Director
School Based Youth Services Program
New Jersey Department of Human Services
CN 700
Trenton, NJ 08625-0700
(609) 292-7816
Fax: (609) 984-7380

SCHOOL-BUSINESS ALLIANCES AND THE ADA

The Americans with Disabilities Act (ADA) of 1990 prohibits employers from discriminating against people with disabilities. The Vocational Studies Center is conducting research which focuses on two separate but related issues: helping schools and small businesses develop and field test alliances that prepare quarried workers with disabilities, and helping small businesses implement the ADA through school-business alliances.

Project objectives are to (1) help small businesses meet the ADA requirements by developing and implementing school-business/industry alliances; (2) assist secondary and postsecondary schools in developing school-business/industry alliance models, practices, and products oriented toward school reforms which emphasize serving students with disabilities; (3) develop a cadre of leadership personnel to spearhead the implementation of the ADA and provide direction in creating and improving school-business/industry alliances oriented toward school reforms which emphasize serving students with disabilities; and (4) increase the number of youth with disabilities obtaining employment in small firms. The Center on Education and Work will identify practices that educators and businesses can use to implement the ADA regulations and disseminate this information through publications and workshops. This project is also known as the ADA Project.

CONTACT:
Lloyd W. Tindall, Outreach Program Manager III
John Gugerty, Senior Outreach Specialist
Center on Education and Work
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964 Educational Sciences Building
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(608) 263-3415 Lloyd W. Tindall
(608) 263-2724 John Gugerty
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SCHOOL-TO-WORK OPPORTUNITIES INFORMATION CENTER

The Information Center offers assistance and responds to questions about the components of the School-to-Work initiative and how it fits with Goals 2000. Other general information on school-to-work can be provided. The Information Center also offers specific information and technical assistance on grants. The Information Center plans to expand school-to-work services as needs increase in the future. An automated instruction number is also available for information by dialing (202) 260-4152 or (202) 260-4132.

CONTACT:
School-to-Work Opportunities Information Center
400 Virginia Avenue, SW, Suite 210
Washington, DC 20202-7302
(202) 401-6222
Fax: (202) 205-9144

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

The Office for Civil Rights (OCR) enforces four federal statutes that prohibit discrimination in programs and activities receiving federal financial assistance from the U.S. Department of Education. OCR investigates complaints filed by individuals or their representatives who believe that they have been discriminated against because of race, color, national origin, sex, handicap, or age. It also initiates compliance reviews of recipient institutions and agencies, and monitors the progress in eliminating discriminatory practices of institutions and agencies that are implementing plans negotiated by OCR. OCR attempts to resolve compliance problems identified in the course of an investigation through negotiation. However, if unable to do so, OCR will initiate the actions necessary to enforce the law.

As part of its technical assistance activities, OCR distributes information and materials, and provides consultation on the requirements of the civil rights laws under its authority.

OCR maintains a headquarters office in Washington, DC, and ten regional offices throughout the United States. For more information about the civil rights laws OCR enforces, how to file a complaint, or how to obtain technical assistance, write or telephone the OCR regional office that serves your state or territory.

CONTACT:
Norma Cantu, Assistant Secretary
for Civil Rights
330 C Street, SW
Room 5000 (Switzer)
Washington, DC 20202-1100
(202) 205-5413
Fax: (202) 205-5381

U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION PROGRAMS

The Office of Special Education Programs (OSEP) administers programs relating to the free appropriate public education of all children, youth, and adults with disabilities. OSEP oversees programs to expand and improve special education, administers grants to state education agencies to help local and state districts serve children and youth with special needs, and monitors state programs to ensure that students with disabilities receive appropriate education and that their rights and those of their parents or guardians are protected. OSEP also administers programs to train special education teachers and conducts research in improved methods of special education. Some grants are given to all the states according to a formula prescribed in congressional legislation authorizing the program; others are awarded to individuals or institutions on the merit of competitive applications.

OSEP supports institutional or individual research projects that investigate ways to assist youth with special needs in making the transition into employment These programs educate learning-disabled students, place mildly disabled students into general education programs, and establish intervention strategies for adolescents with serious emotional disturbances. OSEP also funds programs that offer transition services for older students with disabilities who are leaving school-based programs to enter postsecondary school, employment programs, or other community activities, and assists with cooperative programming among vocational rehabilitation, special education, research, and other programs.

CONTACT:
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Office of Special Education
Programs
U.S. Department of Education
400 Maryland Avenue, SW
Switzer Building, Room 3086, M/S
2570
Washington, DC 20202
(202) 205-5507
Fax: (202) 260-0416

U.S. DEPARTMENT OF EDUCATION, OFFICE OF VOCATIONAL AND ADULT EDUCATION

The mission of the Office of Vocational and Adult Education (OVAE) is to provide leadership and resources for improving the quality, accountability, and accessibility of vocational-technical education and adult education and literacy programs throughout the nation. In implementing the reauthorization of the Perkins Act, OVAE seeks to improve accountability, support Tech Prep, integrate academics into the curricula, encourage closer links to employers, and assist states to develop high quality state programs through the provision of technical assistance, outreach, and information dissemination to the field.

CONTACT:
Patricia W. McNeil, Assistant Secretary
Office of Vocational and Adult Education
400 Maryland Avenue, SW
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Washington, DC 20202-7100
(202) 205-5451
Fax: (202) 205-8748

U.S. DEPARTMENT OF LABOR, FEDERAL COMMITTEE ON APPRENTICESHIP

Established by charter to advise the U.S. Secretary of Labor on matters pertaining to the U.S. apprenticeship system, the FCA consists of representatives of employers, labor, education, and others. It has established nine subcommittees on which it relies to provide information and recommended actions for consideration. In addition, the FCA receives information and suggestions from many other sources such as Congress, U.S. Department of Labor officials, U.S. Department of Education officials, and other public and private organizations or agencies.

A Subcommittee on Outreach to Underrepresented Groups has been established to identify problems and barriers to the increased participation of underrepresented groups, specifically women and people of color, and to identify and evaluate successful strategies to overcome those barriers. U.S. Department of Labor officials, other Federal Agency representatives, and outside organization staff have met with the Subcommittee to discuss the barriers, problems, and activities to help overcome them. Contact the U.S. Department of Labor for a description of recent FCA activities and a listing of FCA publications.

CONTACT:
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Federal Committee on Apprenticeship
FPB/BAT
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Washington, DC 20210
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(202) 219-5921
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U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU

The Women's Bureau works to improve the economic status of women by seeking equity in employment policies. The Bureau also disseminates information about women and works to support the development of programs that enhance women's job skills and employment potential. It has operated several projects which served such groups as rural women, single heads of households, low-income women, female offenders, minority women, young female adults, and displaced homemakers/mature women. The projects developed for these populations provided training in job and employment readiness skills, job placement, support services, and information sharing through various types of networks.

In order to facilitate the replication of effective practices, the Women's Bureau produces and disseminates program guides. These guides are intended for community-based organizations and local and state governmental units concerned with increasing the employment opportunities of women and assisting them toward achieving greater economic self-sufficiency. Resources to assist women in obtaining training and employment in nontraditional jobs are also available from the Bureau.

CONTACT:
Women's Bureau
U.S. Department of Labor
Division of Publications and Information
200 Constitution Avenue, NW
Washington, DC 20210
(202) 219-6652
Fax: (202) 219-5529

VOCATIONAL-TECHNICAL EDUCATION CONSORTIUM OF STATES

The Vocational-Technical Education Consortium of States (V-TECS) promotes the systematic development and implementation of the concept of competency-based vocational-technical education. Through V-TECS, states share the work and cost of identifying competencies and developing competency-based curriculum materials. V-TECS produces three major products and provides two important services in the fields of agricultural/agriculture business occupations; business, marketing, and management; health occupations; home economics; and technical/trade and industrial occupations. V-TECS products, suitable for use in all public and private sector education and training programs, are catalogs of performance objectives and performance guides, curriculum guides, and criterion-referenced test item banks. Services include the following: ACROS, Automated Cross Referencing Occupational System and customized inservice programs, workshops, seminars, and technical assistance. V-TECS curriculum guides translate duties, tasks, standards, and performance steps from a catalog into instructional activities and resources.

The State Agencies responsible for the administration of programs defined in the Carl D. Perkins Vocational and Applied Technology Act may participate as full members of the Consortium. Currently, there are 24 full member states: Alabama, Arizona, Arkansas, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Maine, Maryland, Michigan, Mississippi, Nebraska, New Jersey, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, and Virginia. Associate membership in V-TECS is open to the military services and other agencies or organizations.

V-TECS products and services are available at a discount in V-TECS member states. V-TECS' resources may be applicable to the following requirements of the 1990 Carl D. Perkins Vocational and Applied Technology Education Act: (1) developing a core set of outcomes and measures of performance which measure learning, competency gains, and competency attainment; (2) developing students individualized education programs; (3) implementing articulation agreements for Tech Prep programs; and (4) developing sequential courses of study.

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WIDER OPPORTUNITIES FOR WOMEN

This nonprofit organization works nationally and in Washington, DC, to achieve economic independence and equality of opportunity for women and girls. Wider Opportunities for Women (WOW) leads the Women's Work Force Network (WWFN) which is comprised of over 460 independent women's employment programs and advocates in 49 states plus the District of Columbia. Each year WOW's Network serves more than a quarter of a million women seeking employment information, counseling, training, and jobs. Through some of its current projects, WOW consults with school systems to improve vocational education opportunities for women and girls, provides staff development to organizations interested in teaching literacy in the contexts of employment or intergenerational programs, and provides technical assistance to the national job training community on nontraditional employment.

Publications on WOW advocacy and research activities concerning vocational education programs for women and girls are available for sale by mail. Contact WOW for a publications list.

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WOMEN WORK! THE NATIONAL NETWORK FOR WOMEN'S EMPLOYMENT

Women Work! The National Network for Women's Employment, formerly the National Displaced Homemakers Network (NDHN), works to empower displaced homemakers of all racial and ethnic backgrounds and assists them to achieve economic self-sufficiency through its various programs and services. Women Work! affects public policy by working with lawmakers and business leaders to create and strengthen programs that help displaced homemakers attain these goals. The network acts as a clearinghouse to provide communications, technical assistance, public information, data collection, legislative monitoring, funding information, and other services. It maintains a program data library, including annual reports, flyers, manuals, and other materials. The network also compiles statistics and provides referrals, information on research in progress, and publication distribution.

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WORK KEYS

Work Keys is a national system for teaching and assessing employability skills. It has four essential, interactive components: (1) a systematic process for profiling individual jobs according to the specific skills they require, (2) a variety of tests and assessment procedures for measuring a person's job-related skills, (3) innovative formats for recording and reporting assessment results, and (4) instructional materials and resources directly related to skills that are profiled and assessed. The system will be especially useful in addressing the needs of high school students who are neither college bound nor in traditional vocational programs, in postsecondary institutions, employer-sponsored training programs, or second-chance training programs such as JTPA. It is designed to ease transitions from one environment to another and help eliminate barriers that discourage individual growth and development.

In addition to reading, writing, and computation skills, Work Keys will assess such general employability skills as problem solving (critical reasoning); scientific reasoning; organizational effectiveness (leadership); interpersonal, negotiation, and teamwork; motivation and self-development; listening and oral communication; and "ability to learn." It will also help individuals develop needed skills in all of these areas.

When completed, Work Keys may be used to determine a person's levels of competency in a broad array of skill areas and then match them with the requirements for specific jobs. The system as envisioned will be implemented mainly through state departments of education and state postsecondary education agencies and institutions, as well as in employee training. American College Testing is developing Work Keys in cooperation with employers, state education agencies, and the American Association of Community and Junior Colleges.

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NNCCVTE CURRICULUM COORDINATION CENTERS

Six Curriculum Coordination Centers comprise the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), sponsored by the U.S. Department of Education, Office of Vocational and Adult Education. NNCCVTE promotes the sharing of curriculum, professional development of local and state educators, research in curriculum design and methodology, and coordination of development among states.

EAST CENTRAL CURRICULUM COORDINATION CENTER

States served are Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin.

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MIDWEST CURRICULUM COORDINATION CENTER

States served are Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.

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NORTHEAST CURRICULUM COORDINATION CENTER

States served are Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.

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NORTHWEST CURRICULUM COORDINATION CENTER (NWCCC)

States served are Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

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SOUTHEAST CURRICULUM COORDINATION CENTER (SCCC)

States served are Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

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WESTERN CURRICULUM COORDINATION CENTER

States and regions served are American Samoa, Arizona, California, Commonwealth of the Northern Marianas, Federated States of Micronesia, Guam, Hawaii, Nevada, Republic of the Marshall Islands, and the Republic of Palau.

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